



Developing 21st Century Skills through Online Curation and Social Annotation






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Presentation Objectives

- Define social annotation (SA) and online curation (OC)
- Share experiences implementing them in different disciplines
- Discuss their benefits and pedagogical value
- Share recommendations for implementing OC & SA
- Share teaching and learning resources



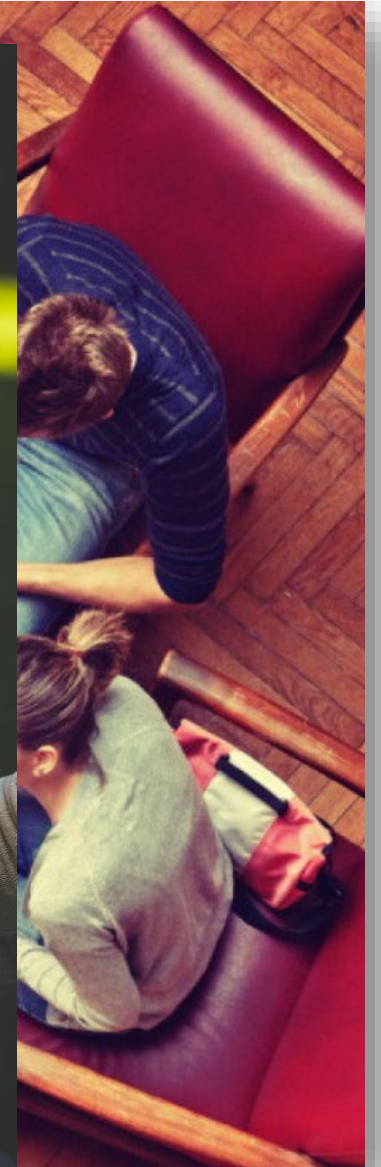
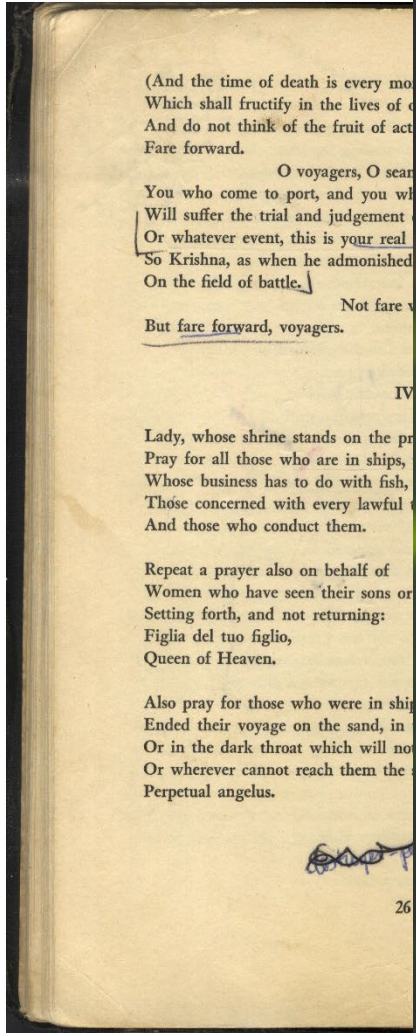
| Platform <i>Click a logo or title to read a review.</i> | | FUNCTIONS | AESTHETICS | OVERALL RATING |
|---|--------------------|--|----------------------|----------------------|
|  | CLASSROOM SALON | <ul style="list-style-type: none">▪ <u>Synchronous</u> collaboration▪ <u>Analytics</u>▪ Annotation▪ Content-sharing▪ Curation▪ Discussion | 👍👍👍👍 | ★★★★★ |
|  | CLIPIX | <ul style="list-style-type: none">▪ Synchronous collaboration▪ Annotation▪ Content-sharing▪ Curation▪ Discussion | 👍👍👍👍👍 | ★★ |
|  | CURATR | <ul style="list-style-type: none">▪ Synchronous collaboration▪ Annotation▪ Content-sharing▪ Curation | Rating not available | Rating not available |



Social Annotation



Social Annotation



Social Annotation



Perusall



Annotate Text

And indeed there will be time

For the yellow smoke that slides along the street,
Rubbing its back upon the window-panes;

There will be time, there will be time

To prepare a face to meet the faces that you meet;

There will be time to murder and create,

And time for all the works and days of hands

That lift and drop a question on your plate;

Time for you and time for me,

And time yet for a hundred indecisions,

And for a hundred visions and revisions,

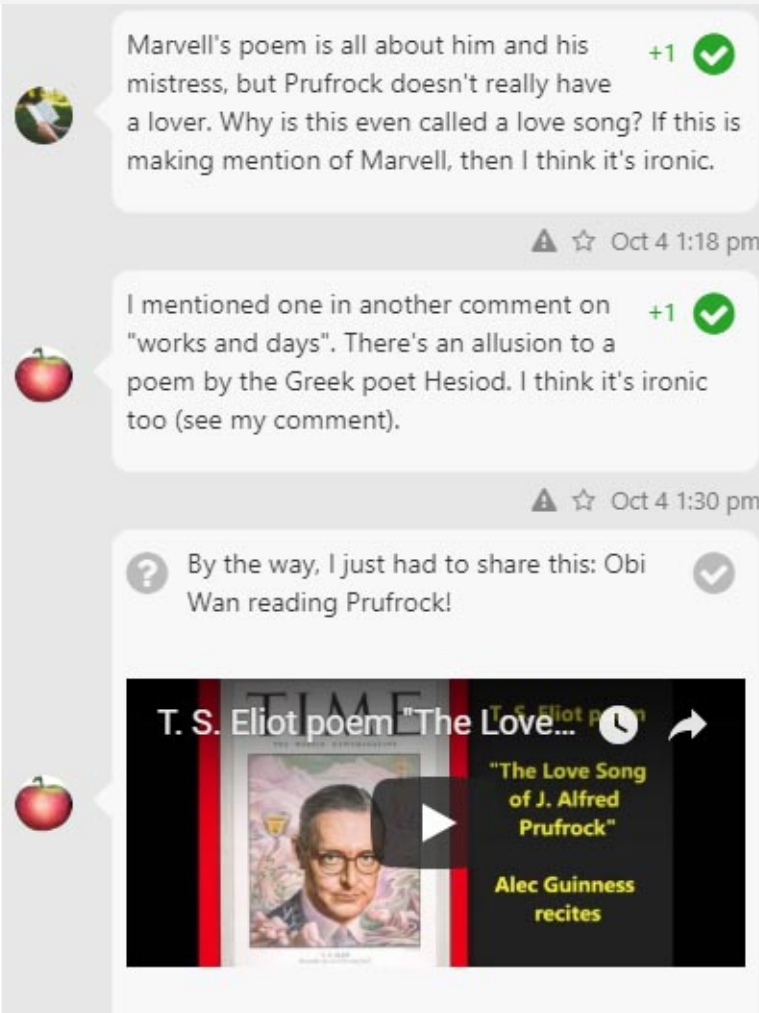
Before the taking of a toast and tea.

In the room the women come and go
Talking of Michelangelo.

And indeed there will be time

To wonder, "Do I dare?" and, "Do I dare?"

Time to turn back and descend the stair,



The screenshot shows a comment thread on a social media platform. The first comment, by a user with a green profile picture, discusses T.S. Eliot's poem 'The Love Song of J. Alfred Prufrock' and its irony. The second comment, by a user with a red apple profile picture, mentions an allusion to a Greek poet. The third comment, also by a user with a red apple profile picture, shares a video of Alec Guinness reciting the poem. Annotations include purple highlights on the first line of the poem, yellow highlights on several lines, and a red apple icon next to the third comment. The video player shows a portrait of T.S. Eliot and the title 'The Love Song of J. Alfred Prufrock' by Alec Guinness.

Marvell's poem is all about him and his mistress, but Prufrock doesn't really have a lover. Why is this even called a love song? If this is making mention of Marvell, then I think it's ironic. +1 ✓

⚠️ ☆ Oct 4 1:18 pm

I mentioned one in another comment on "works and days". There's an allusion to a poem by the Greek poet Hesiod. I think it's ironic too (see my comment). +1 ✓

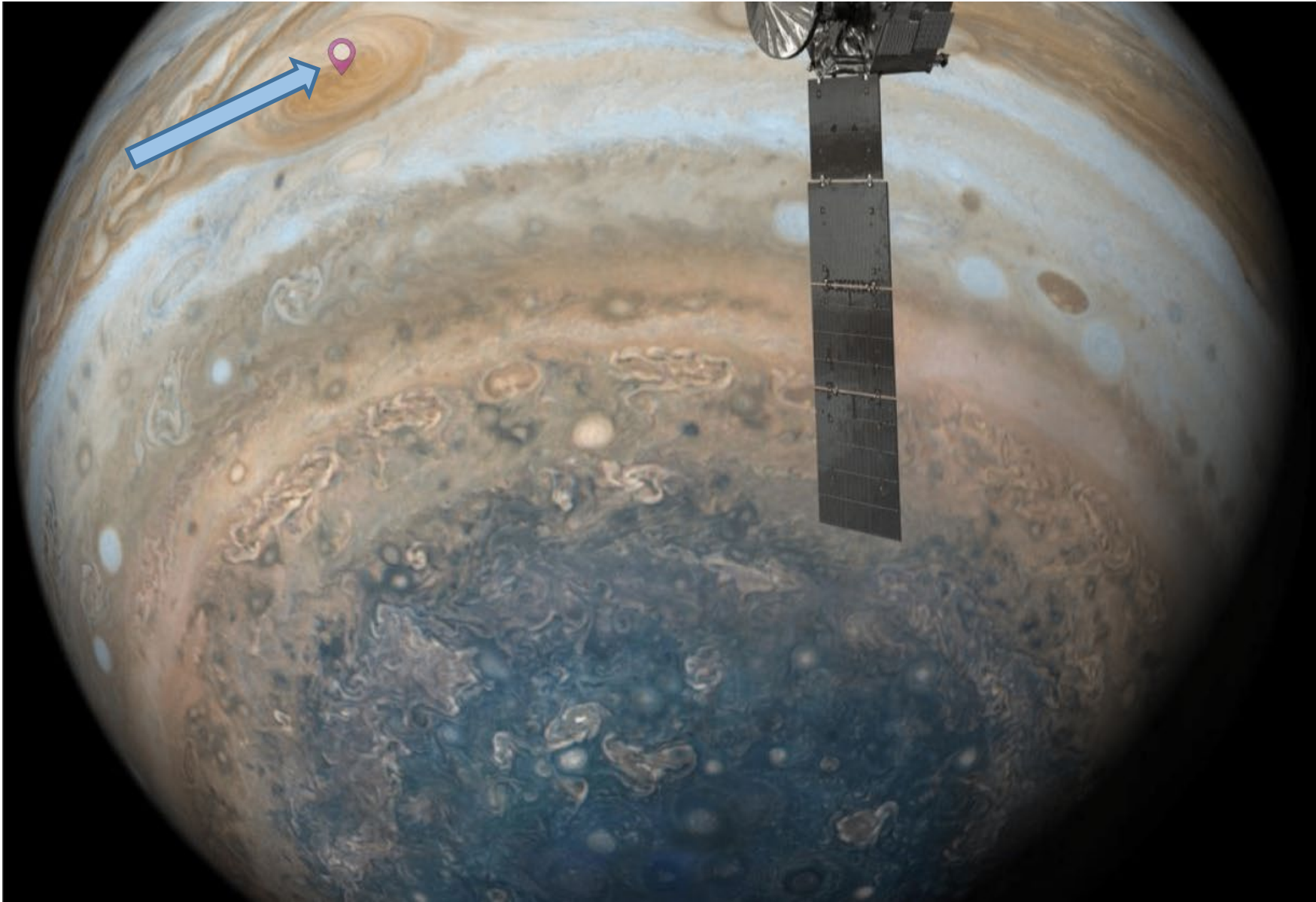
⚠️ ☆ Oct 4 1:30 pm

? By the way, I just had to share this: Obi Wan reading Prufrock! ✓

T. S. Eliot poem "The Love...
"The Love Song of J. Alfred Prufrock"
Alec Guinness recites

- Highlight
- Comment/Ask
- Respond
- Link

Annotate Images



Current conversation

?

Nasa provides some information about the great red spot (which looks kind of yellow here!) 🤔


SP

<https://solarsystem.nasa.gov/planets/jupiter/in-depth/>

May 12 11:09 am

?

Check out the blue at the poles. It's gorgeous.



PA

May 12 11:12 am

PA

But also interesting is the "dawn storm" they discovered that occur every morning on both poles. Using [Ultraviolet Spectrograph instrument](#). "NASA [said](#) the increased luminosity of the auroras indicates that the dawn storms are pouring at least 10 times more energy into Jupiter's upper atmosphere than normal aurora." [Science Times](#).

Not yet submitted: press Enter to submit.

Submit

Annotate Video or Podcasts

How to Identify Molecules - Proton NMR: Crash Course Organic Chemistry #26

Copy link

+ Add comment

More videos

- IR SPECTROSCOPY AND MASS SPECTROMETRY
- ALDEHYDES AND KETONES
- THE BASICS OF ORGANIC NOMENCLATURE
- WHAT IS ORGANIC CHEMISTRY?
- SYNTHESIS AND COLUMN CHROMATOGRAPHY
- CARBON
- THE NUCLEUS

01:45 / 00:00

Current conversation

May 11 6:24 pm

✓ Upvoted by instructor +1

Agreed. I appreciate the fact that I can choose to watch the video without seeing the comments, or open the comments and navigate to the place in the video where I want to comment or see the comments of others!

Introduction to Perusall

Agreed. I appreciate the fact that I can choose to watch the video without seeing the comments, or open the comments and navigate to the place in the video where I want to comment or see the comments of others!

Introduction to Perusall

May 12 10:44 am

B I A x² 🧐 </> 📷 🔗 📄

SP Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.

PA Did you know that you can also upvote and star comments? If you star them, you can click on the star on the right side menu to and find your starred comments.

May 12 10:47 am

? Yes, and if someone asks a question, like the one above, and someone else clicks the question mark, you can indicate you also want it answered.

SP

May 12 10:48 am

B I A x² 🧐 </> 📷 🔗 📄

Social Annotation

- Moves discussion to the moment of reading/viewing/listening (Schneider et al).
- Multiple readers /viewers/listeners can engage closely with content and each other
- Supports peer learning/teaching

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For the yellow smoke that slides along the street,
Rubbing its back upon the window-panes;
There will be time, there will be time
To prepare a face to meet the faces that you meet;
There will be time to murder and create,
And time for all the works and days of hands
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And indeed there will be time
To wonder, "Do I dare?" and, "Do I dare?"
Time to turn back and descend the stair,

The screenshot displays a social annotation interface with three comment threads. Each thread includes a user profile picture, a comment text, a '+1' reaction, and a green checkmark icon. The first comment, from a user with a book icon, discusses the irony of calling the poem a love song. The second comment, from a user with an apple icon, mentions an allusion to the Greek poet Hesiod. The third comment, from a user with a question mark icon, shares a video link. The video player shows a portrait of T.S. Eliot and the title 'The Love Song of J. Alfred Prufrock' by Alec Guinness.

Marvell's poem is all about him and his mistress, but Prufrock doesn't really have a lover. Why is this even called a love song? If this is making mention of Marvell, then I think it's ironic. +1 ✓

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T. S. Eliot poem "The Love...
"The Love Song of J. Alfred Prufrock"
Alec Guinness recites

Tag and curate comments

Recent comments on #metaphor

This is an interesting #metaphor

Posted in Prufrock

#metaphor

Posted in Prufrock

comment

#metaphor

Posted in Prufrock

Analytics



Analytics

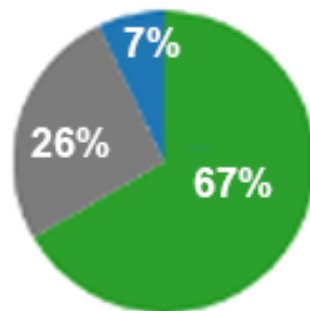


Confusion report



All comments

Overall assignment progress
















- Completed with maximum score (67%)
- Completed but not maximum score (7%)
- Some work submitted (0%)
- No work submitted (26%)

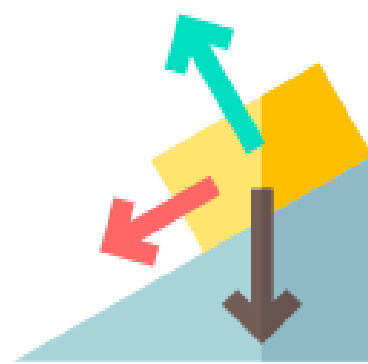
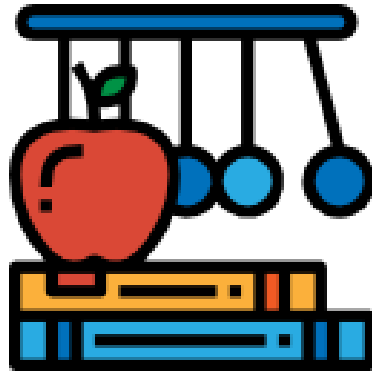
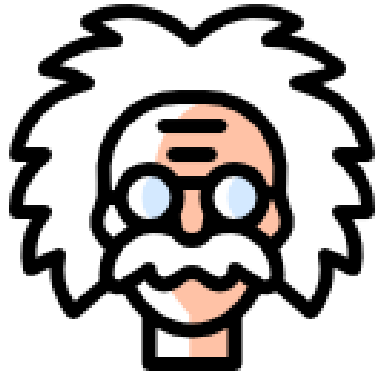
135 comments, **61** questions, **0** unanswered questions

1 hour 29 minutes average reading time

Automatic Grading*

| | | (Sample Papers) |
|--|------|---|
| Total number of annotations | 3* | |
| Total number of annotations submitted on time | 3 | 3  |
| Average quality of top 5 annotations submitted on time | 2.33 | 3  |
| 3 = demonstrates thorough and thoughtful reading and insightful interpretation of the reading, 3 = demonstrates reading, but no (or only superficial) interpretation of the reading, 2 = does not demonstrate any thoughtful reading or interpretation | |  |
| | | 2  |
| | |  |
| | | 1  |
| Distribution of annotations | 5.0 | 2  |
| 0 = clustered, 5 = evenly distributed throughout assignment | | 3  |
| Annotation content score target | 20% | 1  |
| Maximum 100% for this component | | 1  |
| Assignment score | 1 | 3  |
| scores range from 0 to 3 | | 3  |
| * Not enough annotations were submitted to be eligible for full credit. | | 2  |

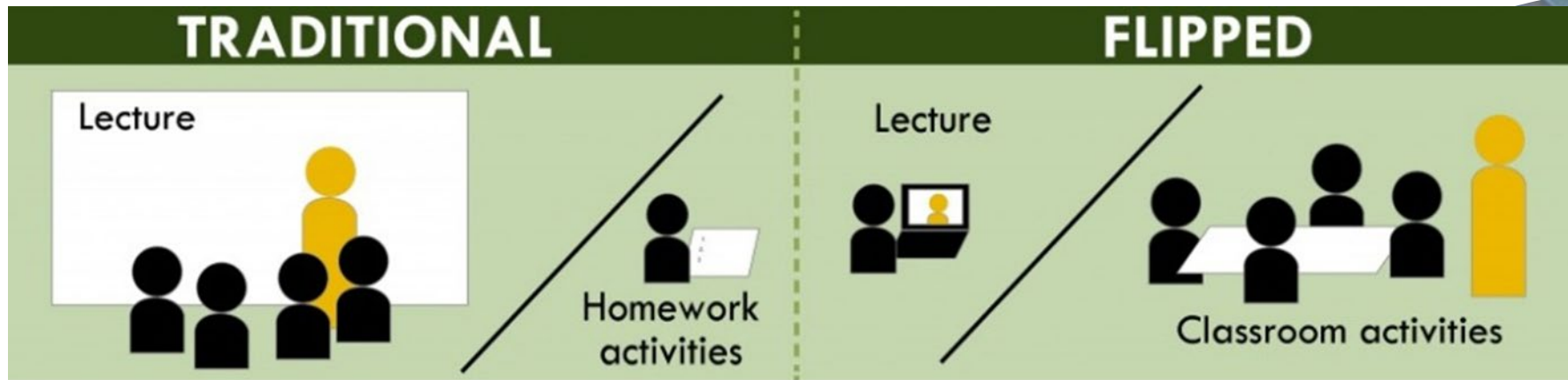
* Word to the wise:
the AI is less than ideal.



Mistakes made and lessons learned using social annotation in physics

Nick Park

Mutiny in the classroom



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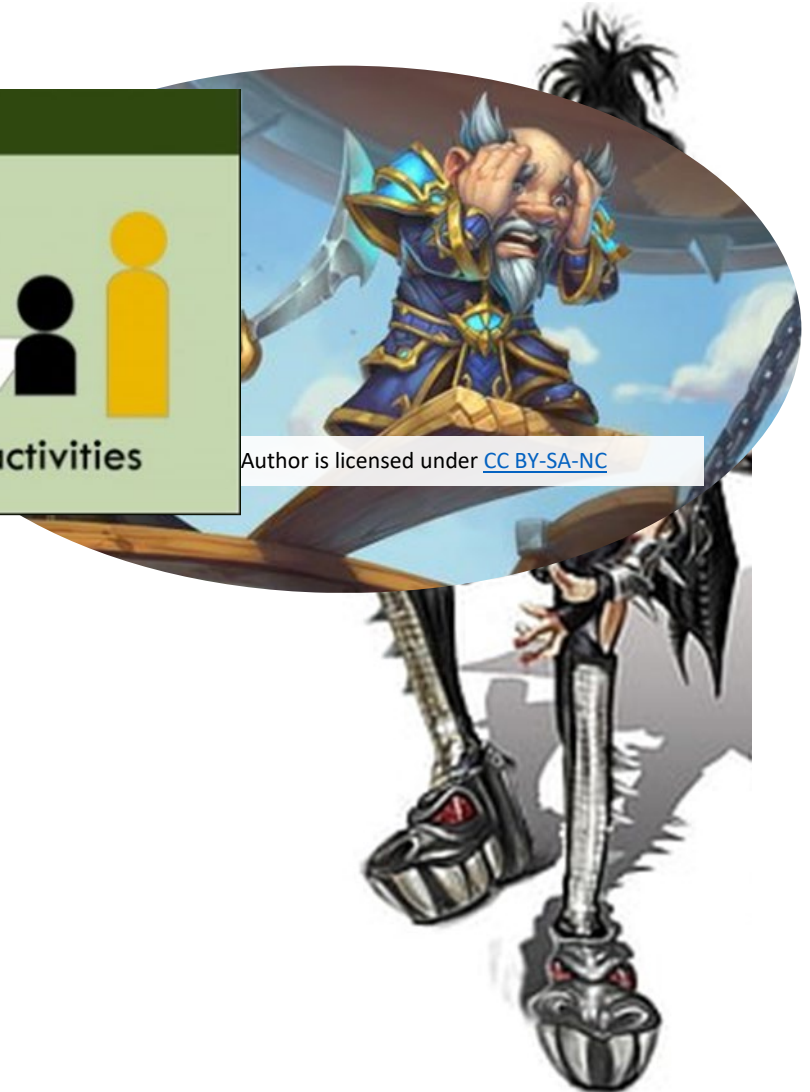
Course: Mechanics (mostly students repeating the course)

Pre-class reading with annotation of Openstax (with some dedicated class time)

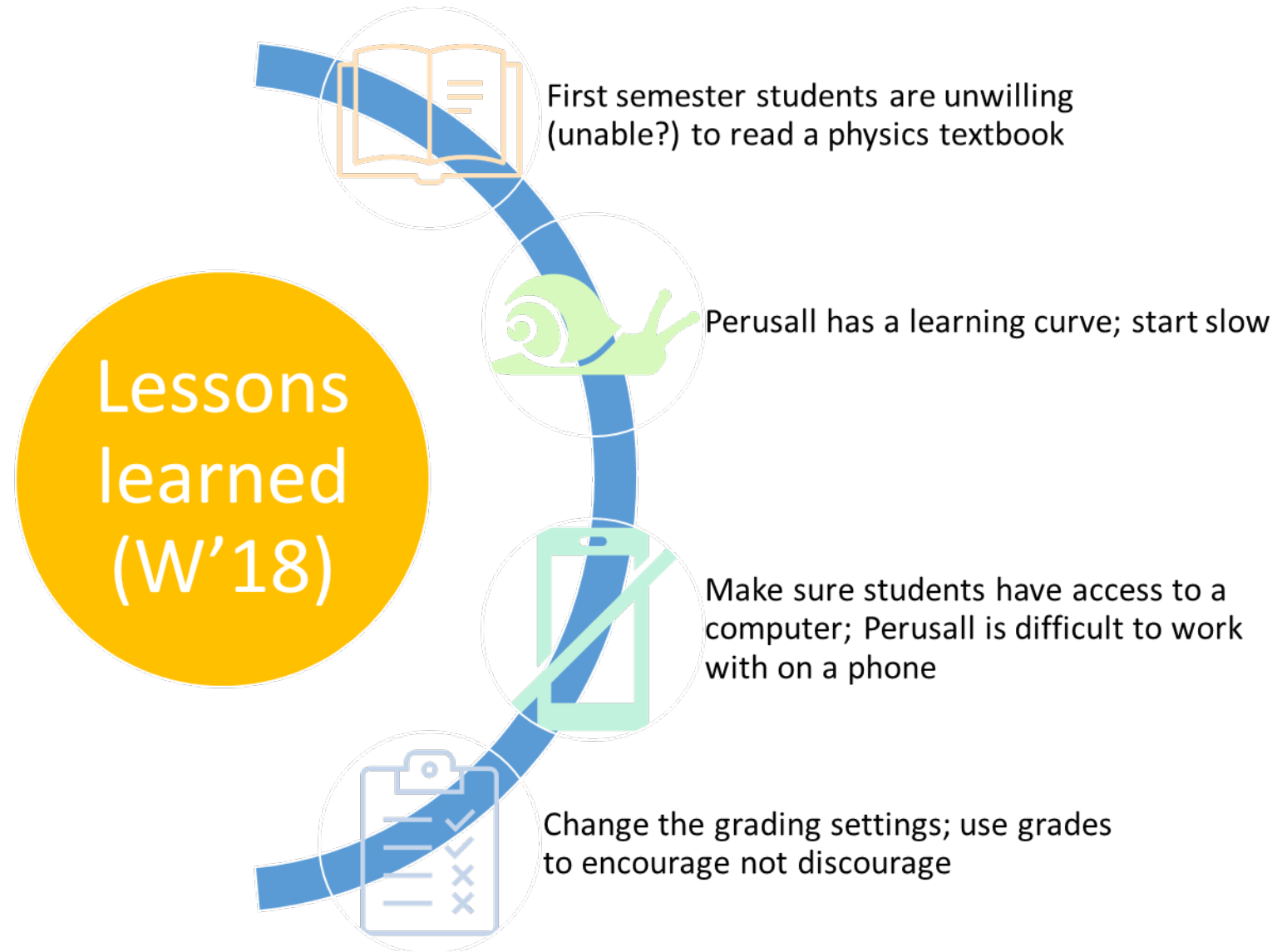
Grades: Low stakes

Objectives:

- Prepare students for class activities and free up class time for active problem solving
- Promote peer-teaching in the classroom



Author is licensed under [CC BY-SA-NC](#)



Annotating/Peer Teaching Homework



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Courses: Two consecutive courses with the same cohort of Honours Science Students
Mechanics and Waves, Optics & Modern Physics

Annotation of Homework problems (mostly asynchronous with some dedicated class time)

Grades: Low stakes

Objectives:

- Encourage students to ask each other (or teacher) for help rather than googling answers
- Promote peer-teaching outside of class

Annotating/Peer Teaching Homework

CHAPTER 4. DYNAMICS

4.5. ROTATIONAL DYNAMICS

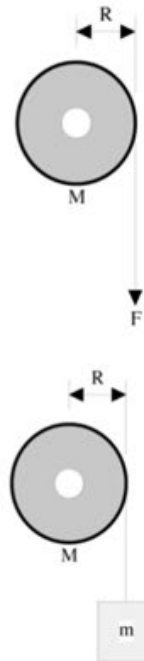
Set 10: Problem 6

A solid cylinder of mass $M = 1.39\text{kg}$ and radius $R = 7.2\text{cm}$ pivots on a thin, fixed, frictionless bearing (see Figure 4.5). A string wrapped around the cylinder pulls downward with a force $F = 3.041\text{N}$.

- a) What is the magnitude of the angular acceleration of the cylinder?

Consider that instead of the force F , a block with mass $m = 0.31\text{kg}$ (with weight 3.041N) is attached to the cylinder with a massless string (see Figure 4.5).

- b) What is the magnitude of the angular acceleration of the cylinder?
- c) How far does mass m travel downward between $t = 0.00\text{s}$ and $t = 0.20\text{s}$ (Assuming motion begins at time $t = 0.0\text{s}$)?
- d) The cylinder is changed to one with the same mass and radius, but a different moment of inertia. Starting from rest, the mass now moves a distance 0.0501m in a time interval of 0.20 s . Find I_{cm} of the new cylinder.



Set 10: Problem 7

A wheel of radius $R = 27.5\text{cm}$ is

Current conversation

Hello, I would like to know why the answer changes when the force exerted on the cylinder comes from a mass (its weight) instead of another external force (although they have the same magnitude)? Is it related to the block's mass?

I got it, but I am not sure if it's correct: the total moment of inertia of the system comprises the cylinder and the block. It is a solid cylinder, thus its formula is $1/2 (MR^2)$ and for the block it is the mass times the distance (squared) that separates it from the axis, which is the radius. Can someone confirm if that's the case?

Upvoted by instructor

I believe it is because in the first case, the force applied was equal to 3.041 N . However, now that there is a block with this weight, this block is subject to an acceleration, meaning the tension is not 3.041 n and therefore the force applied on the pulley is not the same

The moment of inertia of the pulley doesn't change. The difference between part a and part b) is the tension. For part a) the tension is $|\vec{T}| = 3.041\text{N}$

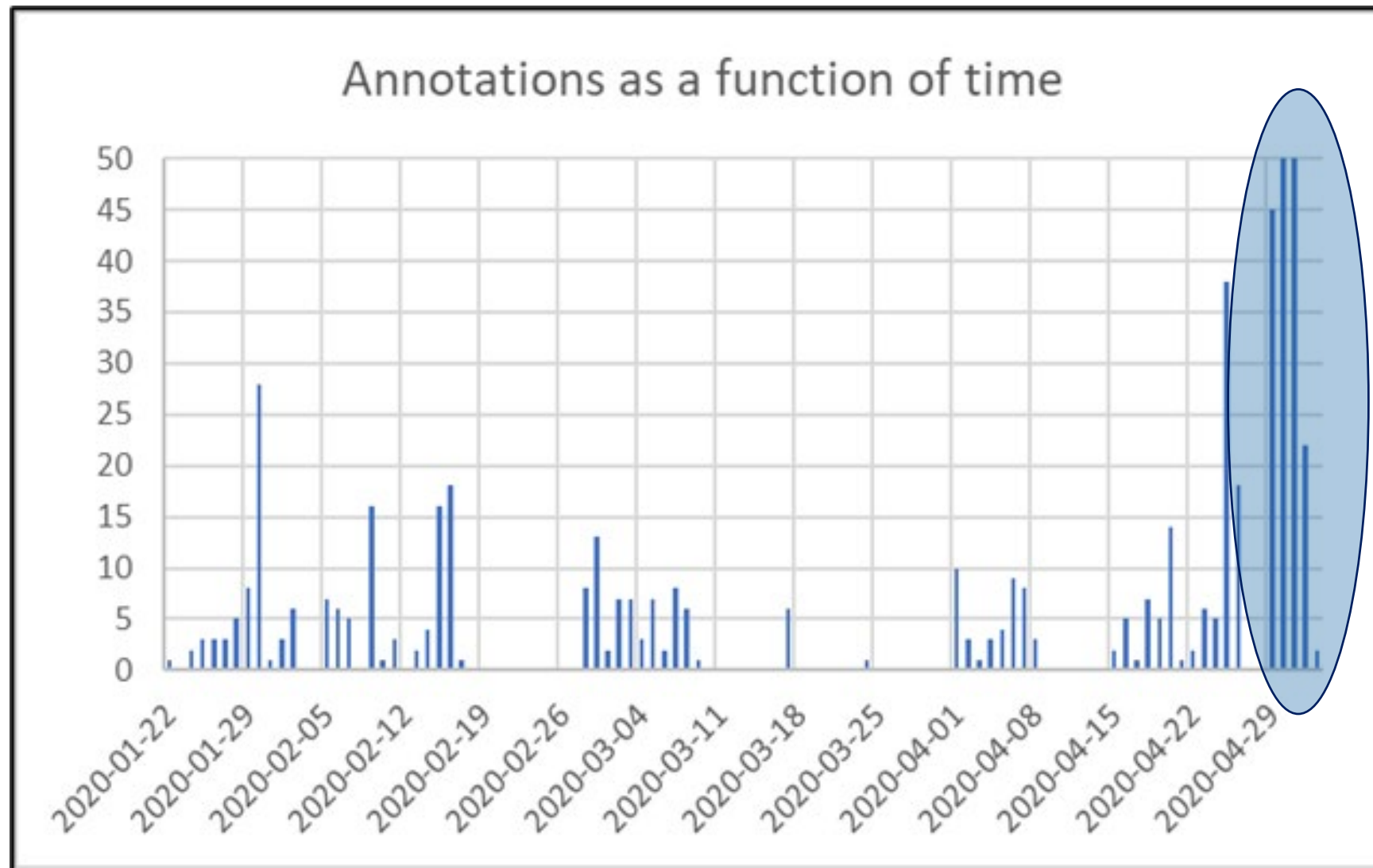
For part b) we can draw a free body diagram for the block with the force of gravity acting downwards, the tension upwards and the acceleration downwards.

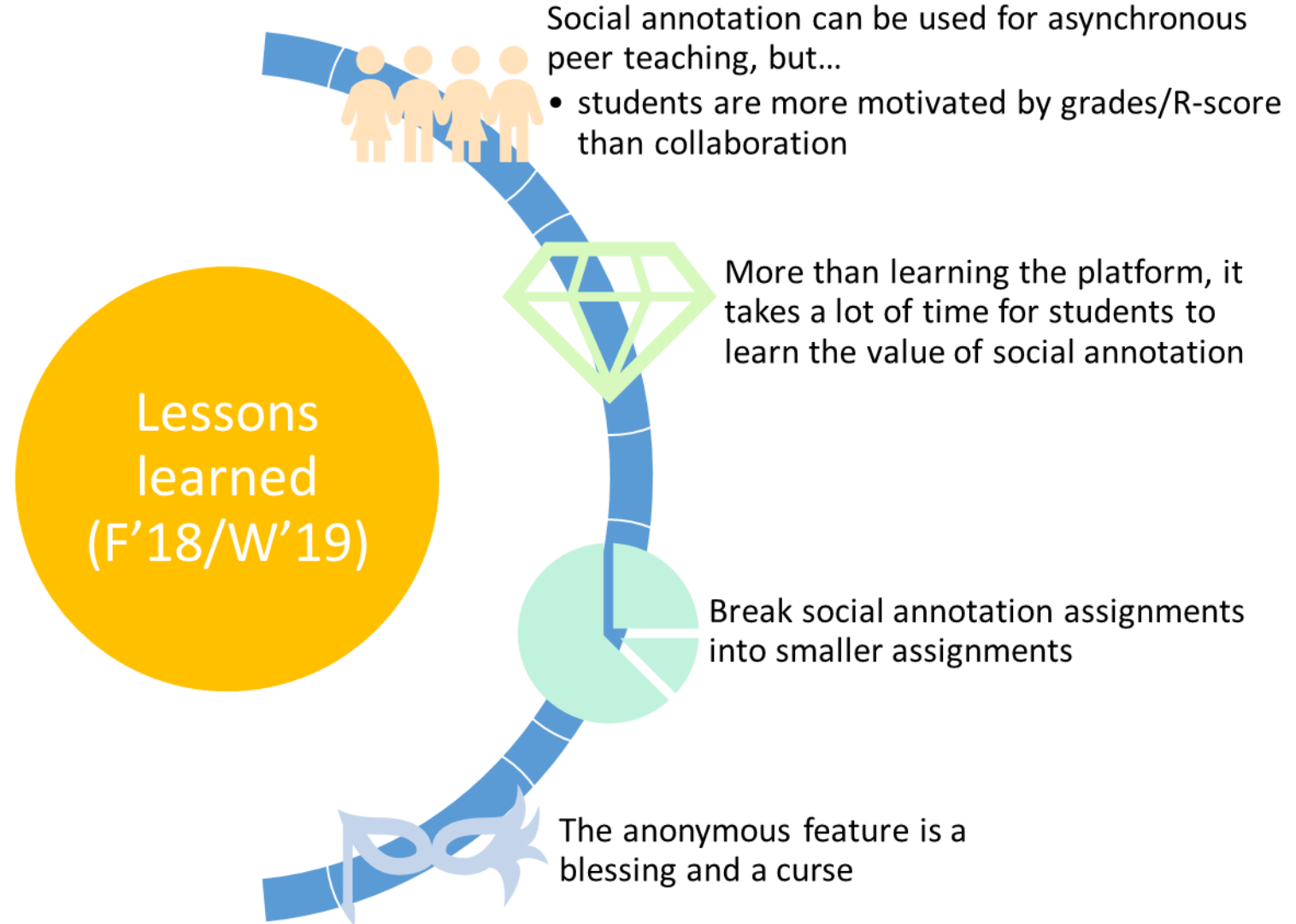
Using Newton's second law you can show that:

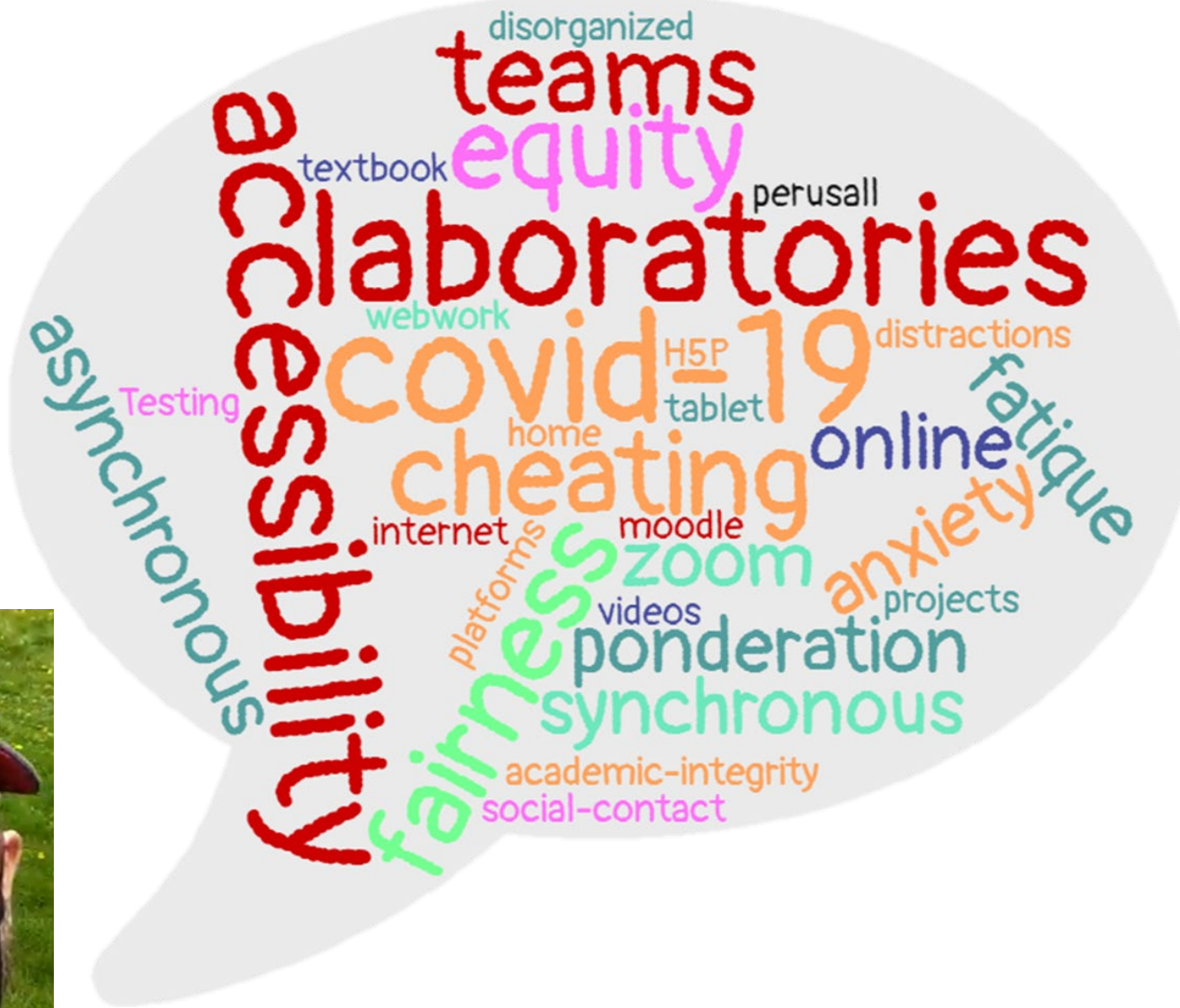
$$|\vec{T}| = mg - m|\vec{a}|$$

$$|\vec{T}| = 3.041\text{ N} - 0.31\text{ kg} \cdot |\vec{a}|$$

Annotating/Peer Teaching Homework







Courses: One section of Mechanics and one section of Waves, Optics & Modern Physics

Asynchronous annotation of lectures

Grades: Low stakes

Objectives:

- Allow students to interact with content in their own time (avoiding screen fatigue)
- Allow teacher/tutor/peer to intervene “just-in-time” when a student had a question
- Free up class time for active group problem solving
- (Optional) synchronous class time to review difficult concepts (UDL?)

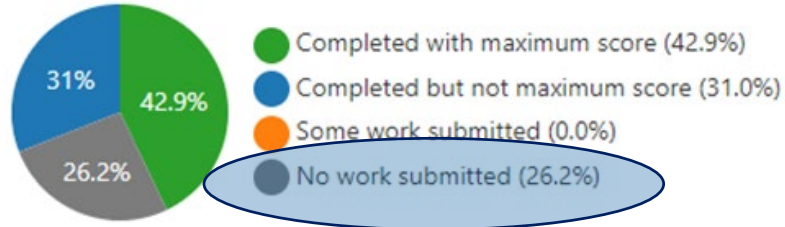
Asynchronous annotation of homework problems

Grades: Low stakes

Objectives:

- Encourage students to ask each other (or teacher) for help rather than googling answers
- Promote peer-teaching outside of class

Overall assignment progress



141 comments, 47 questions, 0 unanswered questions

1 hour, 41 minutes average reading time

Opening the video once, and watching it earned 55%. Marking was extremely lenient

Simple Harmonic Motion: part 2

Handwritten notes on whiteboard:

$$x = -1 \text{ cm} = 3 \text{ cm} \cos(\theta)$$

$$\cos(\theta) = -\frac{1}{3}$$

$$\theta = \cos^{-1}\left(-\frac{1}{3}\right)$$

$$\theta = -\cos^{-1}\left(-\frac{1}{3}\right)$$

$$\sin(\omega t + \theta)$$

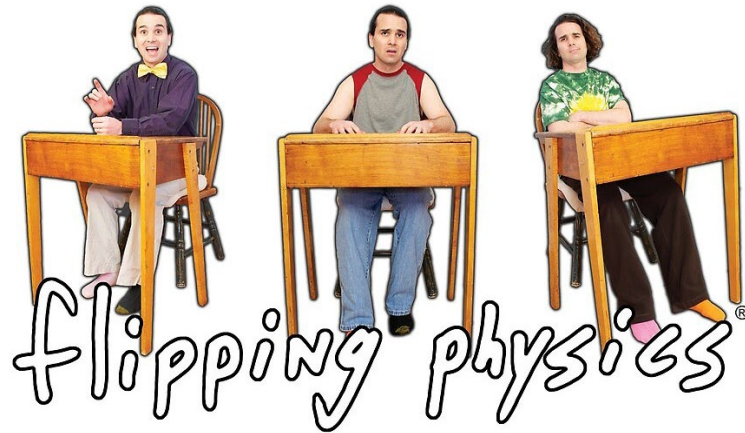
$$\omega \sin(\theta) < 0$$

$$\Rightarrow \sin(\theta) > 0$$

Video player controls: 43:06 / 00:00

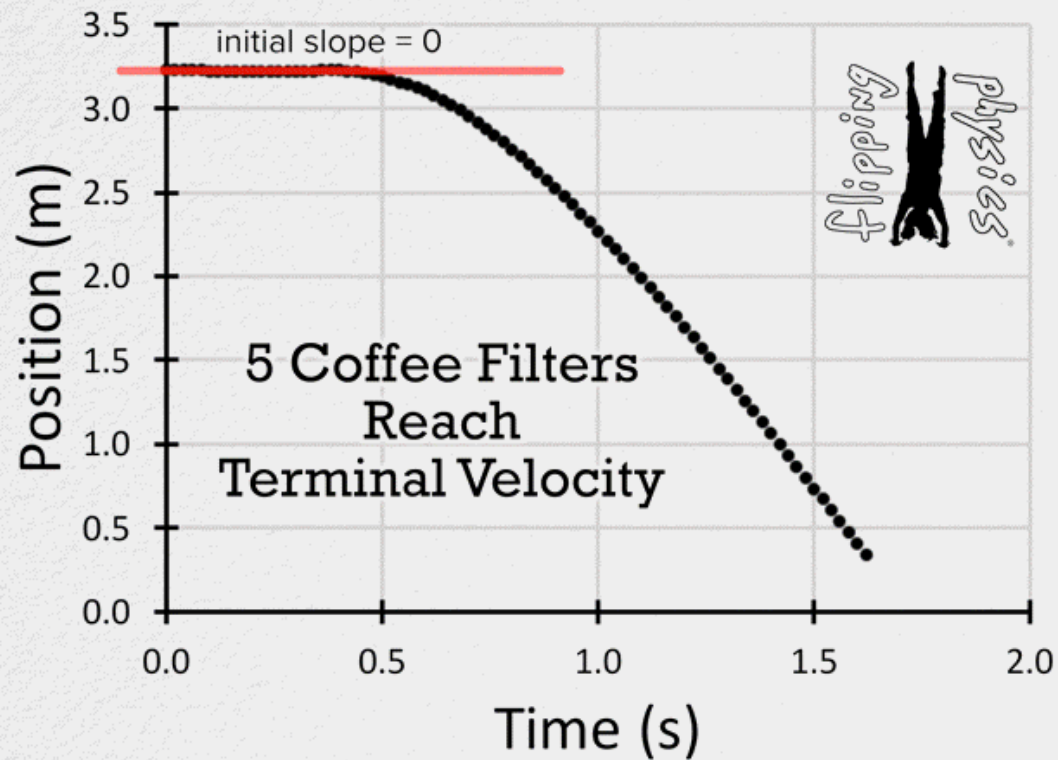
Current conversation:

- +2 ? Does this mean when using the equation $x(t) = X_0 \sin(\omega t - \phi)$ that if we decide to use sin then when solving ϕ , we will need to calculate 2 ϕ since the ϕ reoccurs twice in the function: therefore do $\arcsin(\#)$ and $\pi - \arcsin(\#)$ but when using cos do we only do $\arccos(\#)$ and $-\arccos(\#)$. no $-\pi$ included?
- SA good question, I was wondering the same thing +1
- SS just to clarify the equation above is $x(t) = X_0 \sin(\omega t + \phi)$ my mistake. +1
- ME Yes because if you look at the unit circle, the sin is "y" and cos is "x". So, if you add π (which is 180 degrees) the sin of the number is the same. However, $\cos(\pi) = \cos(-\pi)$ +2
- ? Good answer, but just to make sure it is clear: $\sin(x) = \sin(\pi - x)$ $\cos(x) = \cos(-x)$



I need to thank Mr.P, as well as his assistants Billy, Bobby and Bo

Thomas-Palmer, J. (2013-2021). *Flipping Physics*. Retrieved from <https://www.flippingphysics.com/>



Courses: One section of Mechanics and one section of Waves, Optics & Modern Physics

Asynchronous annotation of lectures

Asynchronous annotation of homework problems

Grades: Low stakes

Grades: Low stakes

Objectives:

- Allow students to interact with content in their own time (avoiding screen fatigue)
- Allow teacher/tutor/peer to intervene “just-in-time” when a student had a question
- Free up class time for active group problem solving
- (optional) synchronous class time to review difficult concepts (UDL?)

Objectives:

- Encourage students to ask each other (or teacher) for help rather than googling answers
- Promote peer-teaching outside of class

Problem 4

If a single slit produces a first diffraction minimum at 11.5° ,

- at what angle is the third-order diffraction minimum?
- what is the order of the largest order diffraction minimum?
- at what angle does the largest order diffraction minimum occur?



+4 ?

I am a bit confused for this problem as it seems we aren't given enough info. Are there any key words to look out for that would provide more information?

Dec 7 4:19 pm

The question gives you enough information to solve the problem:

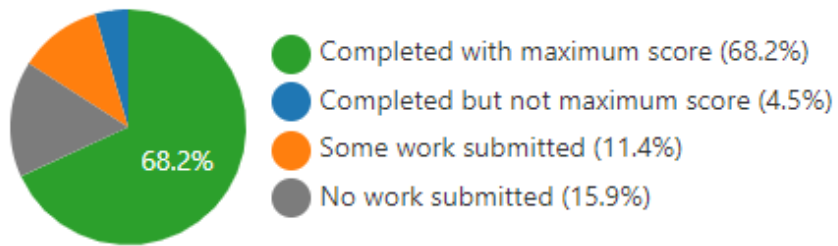
+7 ✓

$$a \times \sin \theta = m \times \lambda$$

$$\sin \theta = m \times \frac{\lambda}{a}$$

The ratio between λ and a will always stay the same. As such, by finding it (through the angle giving for $m = 1$), you will be able to reuse it to solve for the rest of the problem.

Overall assignment progress



575 comments, 149 questions, 50 unanswered questions

32 minutes average reading time

"It's nearly impossible to learn properly. The on-campus experience gives the more memorable impression and more engaging lectures, so it's hard to grasp content through a screen when you lack the energy or means to make meaningful connections of the material with events that happened in class."



"[A]t first it was confusing to figure all the platforms out but eventually it was easy"

"It counted for marks which I don't see why."

"... I could not understand why some of my comments were graded higher than others by Perusall."

"... I felt like I have to make myself dumb in order ... not to lose marks."

"... We don't always have something to ask (since often ... the questions are already asked), and we don't always have something to comment (some people end up commenting "That's so cool" which does not deepen our understanding in any way).."

"... the anonymous setting reduced the stress of feeling like an idiot when asking certain questions."

"I could receive written feedback/answers to my questions comments."

"It encouraged participation even for students who do not usually participate."

"Collaborative learning is the only way I have been able to learn."

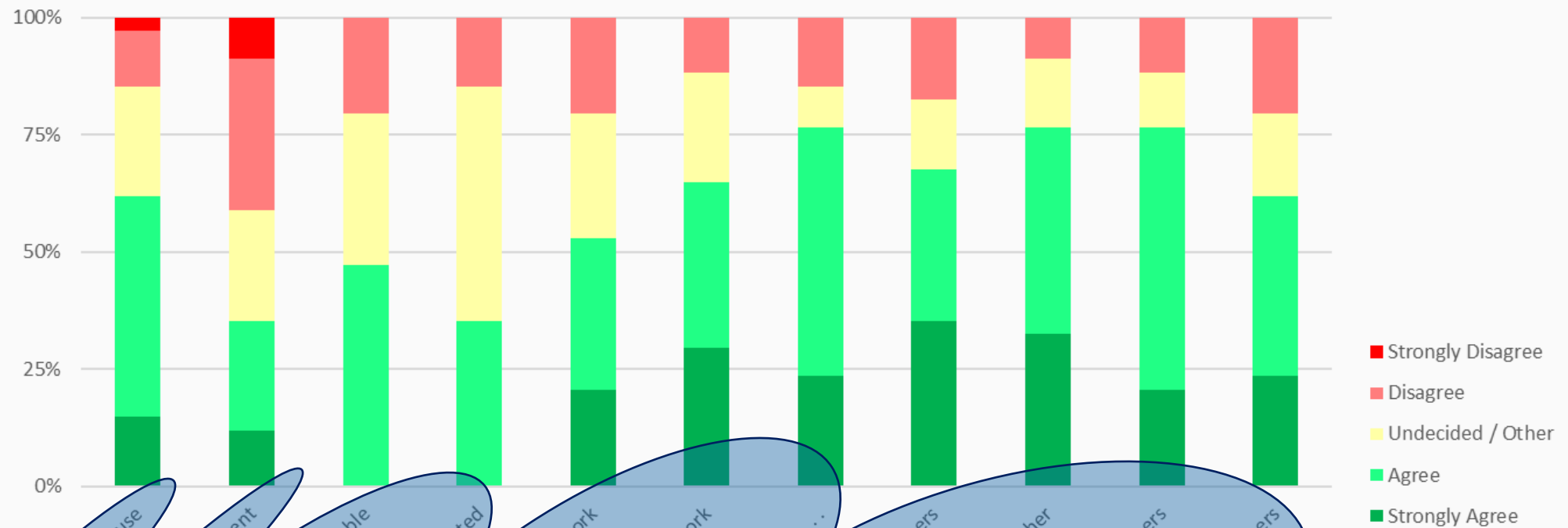
"it was very organized and helped find specific questions or notes when needed."

"Working in an online collaborative environment made online schooling a lot more enjoyable and allowed me to keep a certain connection with others despite the situation we find ourselves in. Adding to this, through this environment, I was able to perform and understand the material better."

"This was the most interesting course I had throughout my entire online experience. None of my classes this semester require any form of implication which diminished my motivation greatly. . ."



Student perceptions of social annotation



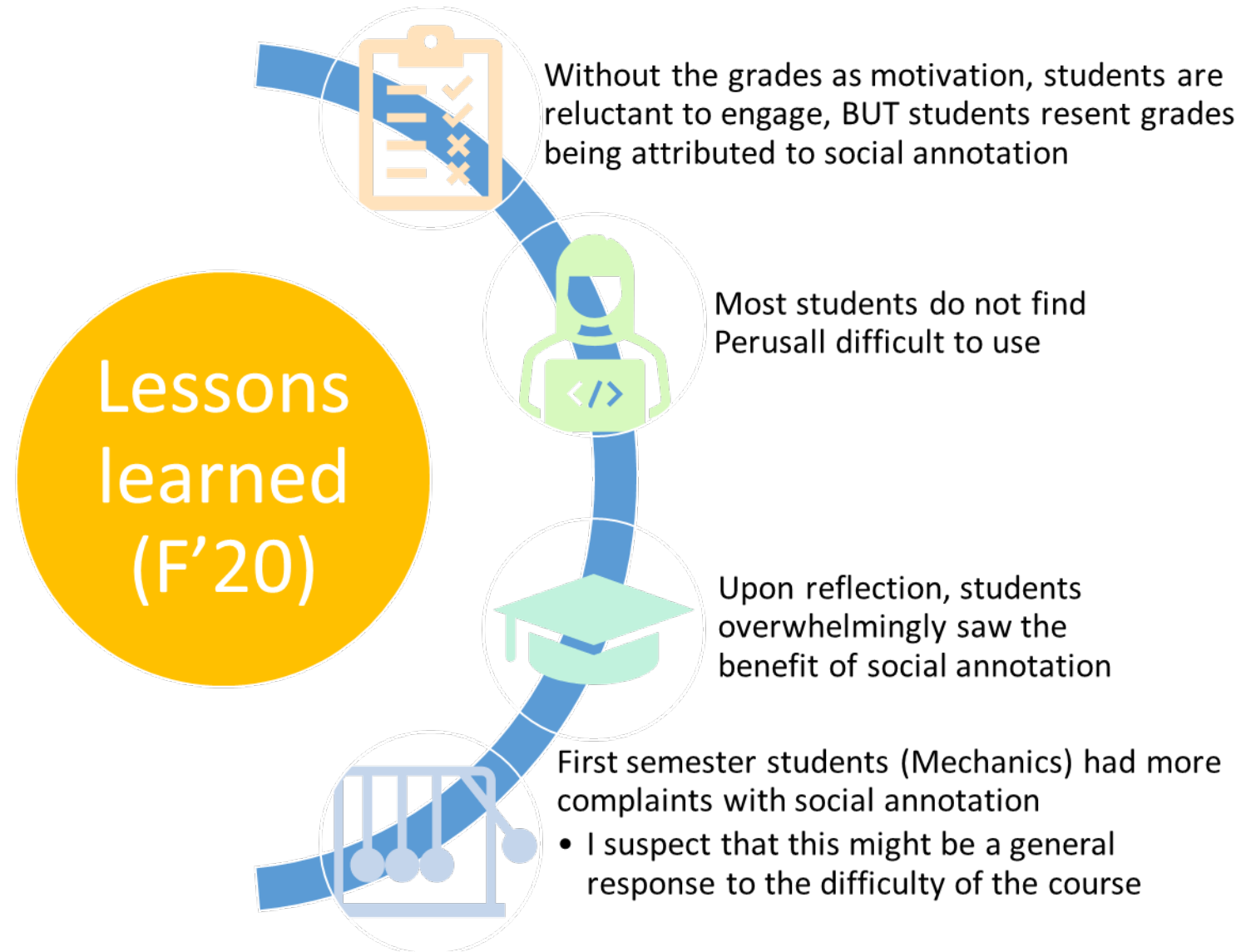
Strongly Disagree

Disagree

Undecided / Other

Agree

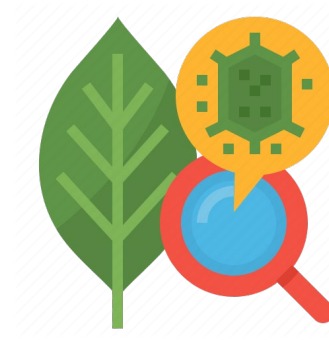
Strongly Agree



Social annotation provides an engaging and effective strategy for flipping a classroom (at least in an online context)



Can/should I flip my physics classroom once we return to in-person teaching?



3 Experiences with Perusall in Biology

Lissiene Neiva

1. Evolution Review Activity

Course: General Biology I, Science Program

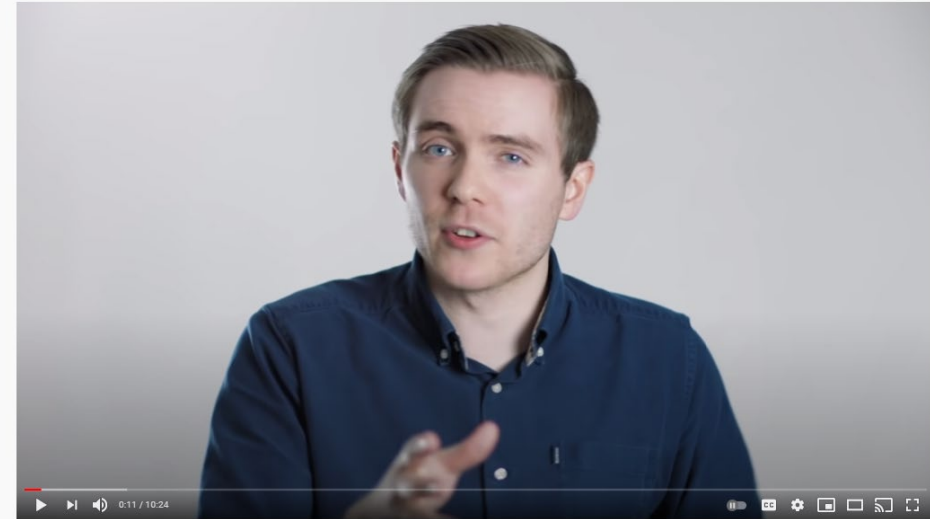
Asynchronous activity

Grades: Low stakes

Objectives:

- ✓ Review the topic of evolution
- ✓ Promote critical thinking about information from social media, contextualize learning
- ✓ Promote peer-teaching

1. Students watched the video “How Humans Stopped Evolution Forever” on YouTube
2. They used Perusall to comment on the transcript of the video, for a total of 6 high quality annotations.
 - asking questions
 - answering questions
 - pointing out inaccuracies
 - Relating the content to what they had learned in Bio and in other courses



How Humans Stopped Evolution Forever

3,747,168 views · Jul 13, 2017

120K 9.8K SHARE SAVE

A screenshot of a Perusall transcript for the video "How Humans Stopped Evolution Forever". The transcript text is displayed on the left, and student annotations are on the right. The transcript discusses the Flynn effect and the impact of modern society on evolution. Annotations include questions and comments from students like "We also saw in class how some phenotypes are still being selected for even amongst adults..." and "I think that the fact that some people decide not to have children even if they are able to is greatly influenced by society...". The interface shows a "Current conversation" sidebar with user avatars and a "Reading list" on the far right.

2. Getting Familiarized with Peer-Reviewed Articles

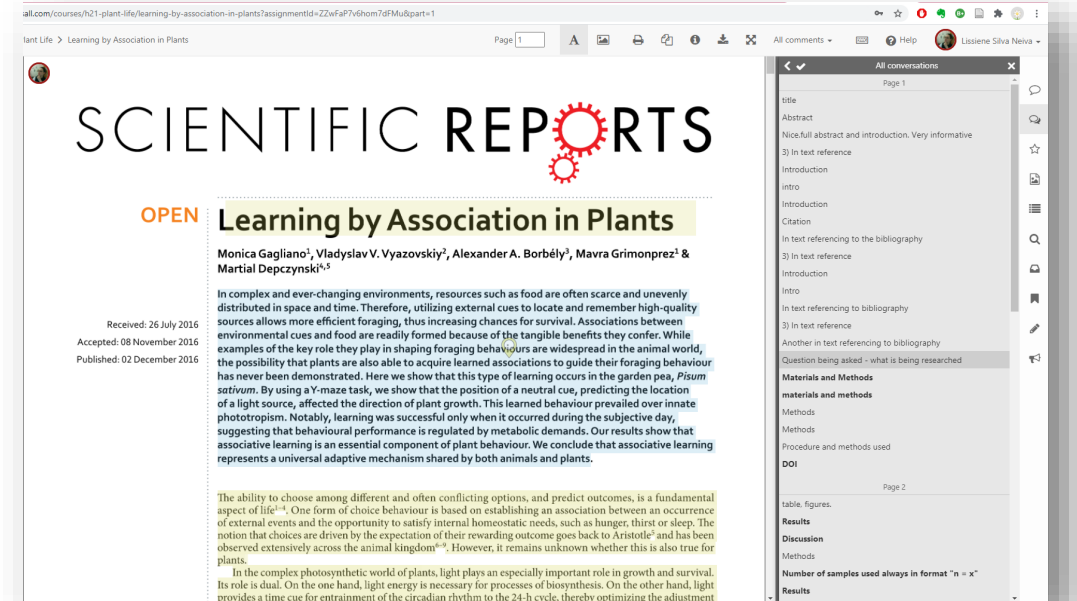
Courses: Plant Life, Environmental and Wildlife Management Program
General Biology I, Science Program

Synchronous activity in an online course

Not graded

Objectives:

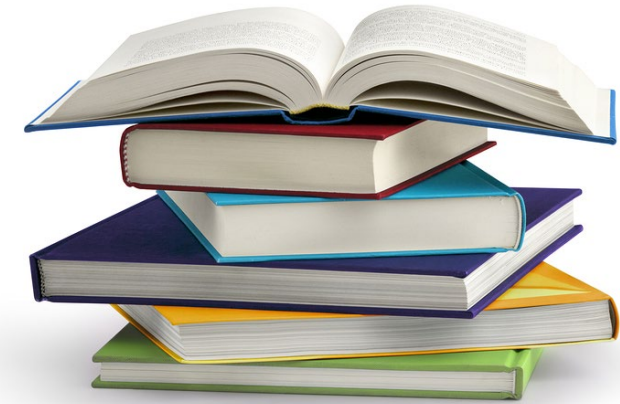
- ✓ Familiarizing the students with peer-reviewed articles:
 - ✓ Identifying their structure
 - ✓ Observing the typical formatting
 - ✓ Modelling the format that they would use later in their lab reports



1. Lecture/discussion on what are peer-reviewed articles and how to recognize one
2. An article without section headers was made available on Perusall
 - Identify the main sections of the article (abstract, introduction, materials and methods, etc.) as well as some other features that would be relevant to formatting their lab reports.

3. Using Perusal for Weekly Textbook Readings

| |
|---|
| Course: Plant Life (EWM) and General Biology I (Science) |
| Pre-class readings, asynchronous |
| Grades: Low stakes |
| Objectives: <ul style="list-style-type: none">• ✓ Prepare students for class activities (semi-flipped class)• ✓ Help students develop reading/interpretation skills in science |



<http://cdn8.openculture.com/wp-content/uploads/2014/06/free-textbooks1.jpg>

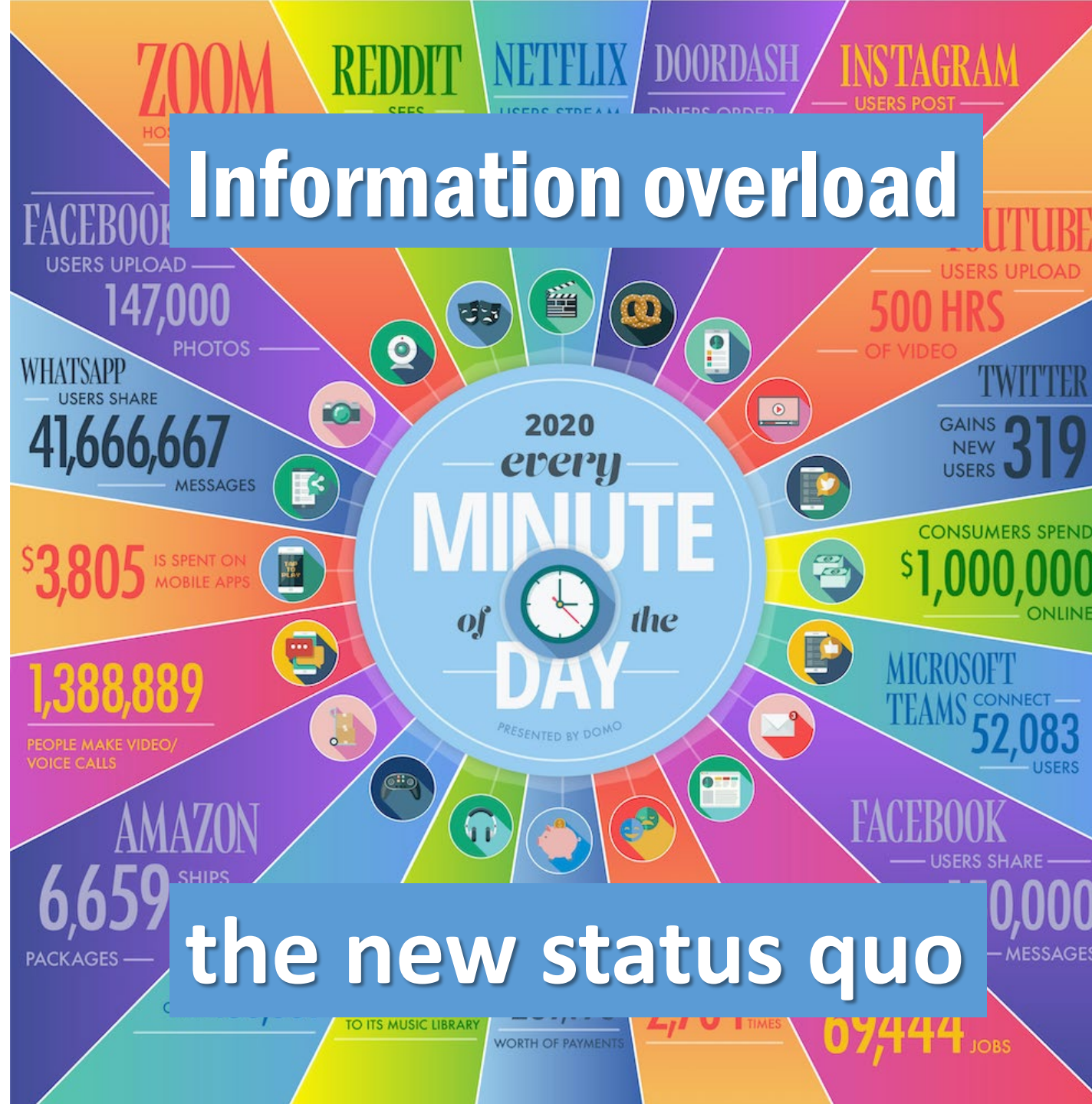
- Noticeable improvement in the quality of the questions
- I could adapt class discussions according to annotations
- ✗ • Readings were too long (over class ponderation)
- ✗ • Students sometimes felt like they had nothing to comment on
 - We need a program approach to developing reading skills
 - Assign fewer assignments as a whole
 - Ask for only 3 high quality comments/assignment
 - Model high quality annotations



Online Curation



Information overload



the new status quo

Curation: an old approach with a new twist

Online Curation & Social Annotation



VANIER
CÉGEP / COLLEGE

PSI Pedagogical
Support &
Innovation

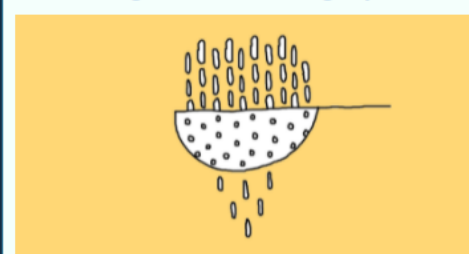
☰ Curation

🔍 Search

The Five Steps of Online Curation



To Boost Higher-Order Thinking, Try Curation

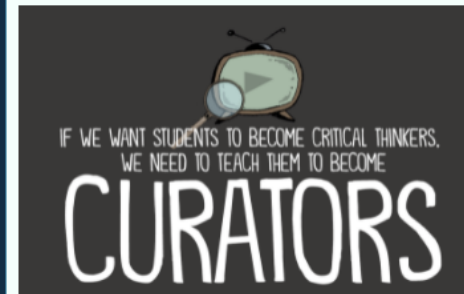


According to this podcast, if no one has ever encouraged, pushed, or insisted that you build more higher-order thinking into your students' learning, it's possible you've been teaching in a cave. Higher-level thinking has been a core value of educators for decades. We learned about it in college.

[Original link](#)
Cult of Pedagogy

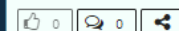


Getting Started with Content Curation in the Classroom



John Spencer Posted on November 18, 2017 Content curation is a vital part of the creative process. In this blog post and podcast, we explore why curation matters and how we can help students learn how to engage in the curation process.

[Original link](#)
John Spencer



Students Should Be Content Curators



[Original link](#)
John Spencer at YouTube



WorldBrain's Memex

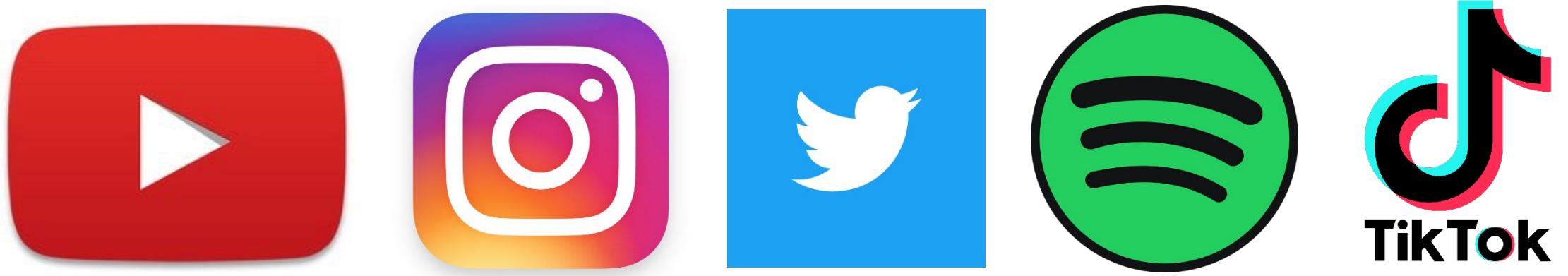


Curating Open Educational Resources

A Crash Course on Online Curation and Social Annotation - An interview with Patti Kingsmill
L. Prof. fresh



Our students are already curating, often without realizing it.



Do they have the tools to make valuable contributions?



Defining Online Curation



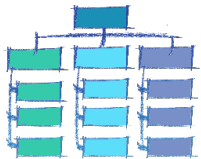
Collect



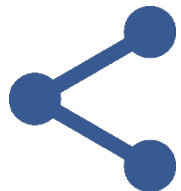
Select



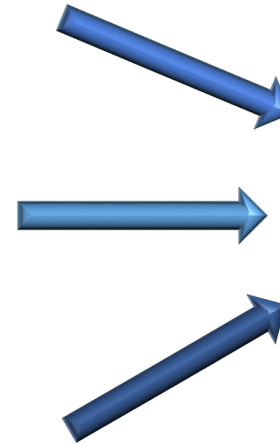
Annotate



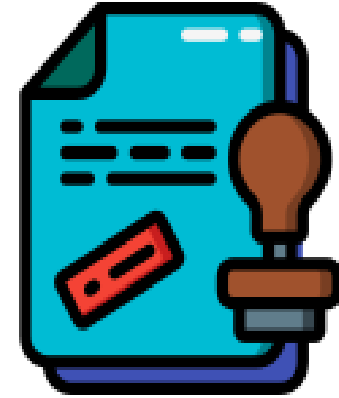
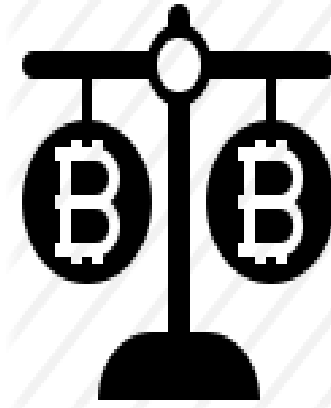
Organize



Share



- Collaborate
- Publish
- Comment
- Peer assess



Curating Law with Netboard

Toby Moneit

Legal Issues for a Business

Course: Business Law, Business Administration

Synchronous/Asynchronous activity

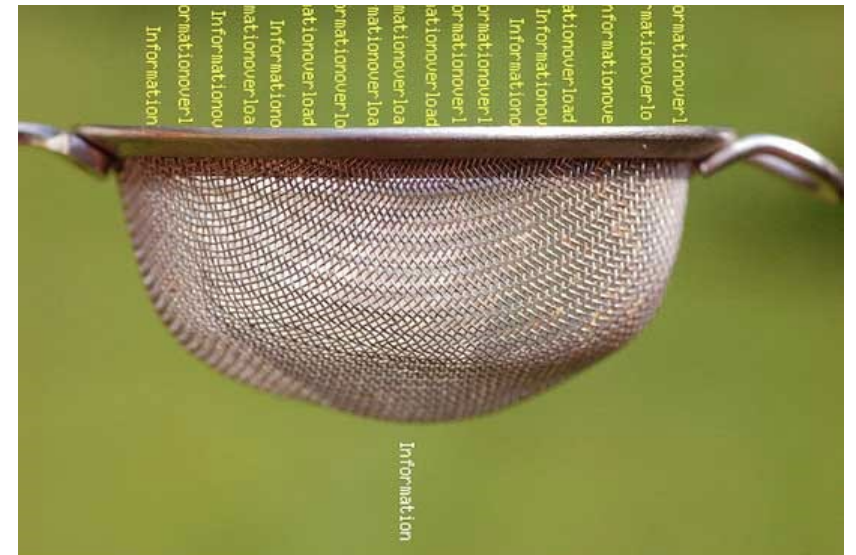
Grades: Learning Integration Assessment (20%)

Objectives (Course Level):

- Reinforce links between law and business as well as difficult legal concepts
- Identify most relevant main legal issues facing the business
- Research legal and supporting sources for addressing those legal issues
- Promote critical reading, contextualize learning

Objectives (Program Level):

- Curate content (find, categorize and organize information)
- Present information creatively, accurately using appropriate language
- Professionalism

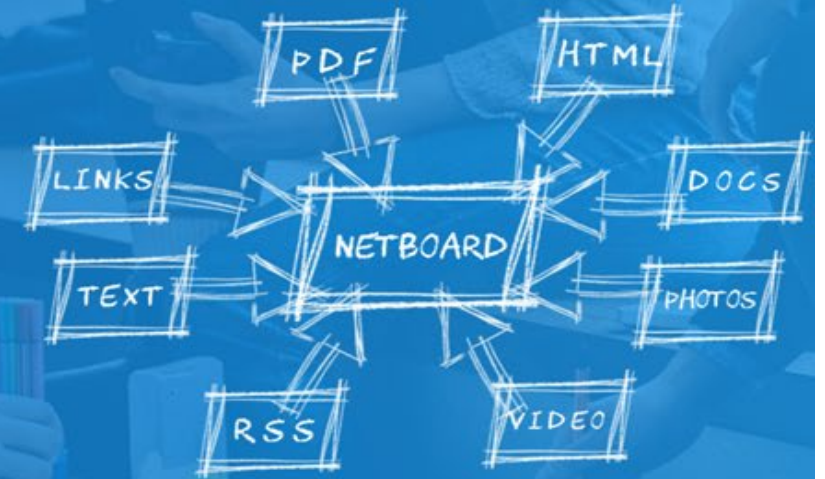


This Photo by Unknown Author is licensed under CC BY-NC

Free and easy online tool to collect, organize and share any web content

Create Web pages with texts, links, documents, videos, photos, presentations, RSS feeds and other content

Follow Share Contact



See how to:

► Organize different content

Combine images, links, documents, videos and other Web services on the single Web page

► Create a page

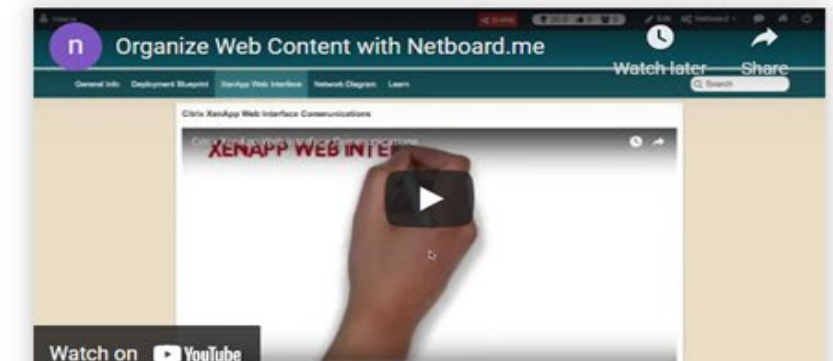
Use your own content or pull the content from the Web

► Edit a page

Organize it in the way you like

► Personalize a page

Create the theme, using own photos and pictures in the design



<https://netboard.me/index.html>

Title

skin

Half Baked

Sydney Gagnon
Jonathan Desnoyers
Camelia Idinarene

Description

A company driven to provide quality products, made with simple ingredients, in order for you to fully benefit from the gifts of nature.

Tab =
Legal Issues

Slogan

The flavour is only half of the experience

Titles &
categorization

Product Corporate Structure Marketing Communications

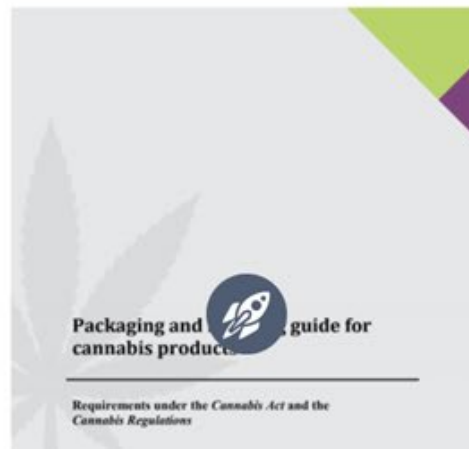
Search

Everything you need to know about the legalization of cannabis.



This link will update your knowledge on some new terms to be used in the cannabis industry. It gives insight on various topics such as the difference between edibles, extracts and topicals. CTV News shows business what it could possibly look like to try to introduce your product to the market. A important step in these procedures being a screening of the product by Health Canada.

Federal Packaging And Labelling Guide For Cannabis Products



Quebec: What Are the New Rules?



Quebec was a lot stricter than the other provinces of Canada following the legalization. And a year later laws got even more severe, the age restriction increased and boundaries on where it was legal to consume decreased. With the legalization of edibles, it is no surprise that the Quebec government followed this same strict command. This article mentions some of the new regulations on cannabis and cannabis edibles in Quebec.

Federal Regulations on Cannabis Edibles, Extracts, & Topicals

FINAL REGULATIONS:
EDIBLE CANNABIS, CANNABIS EXTRACTS, CANNABIS TOPICALS

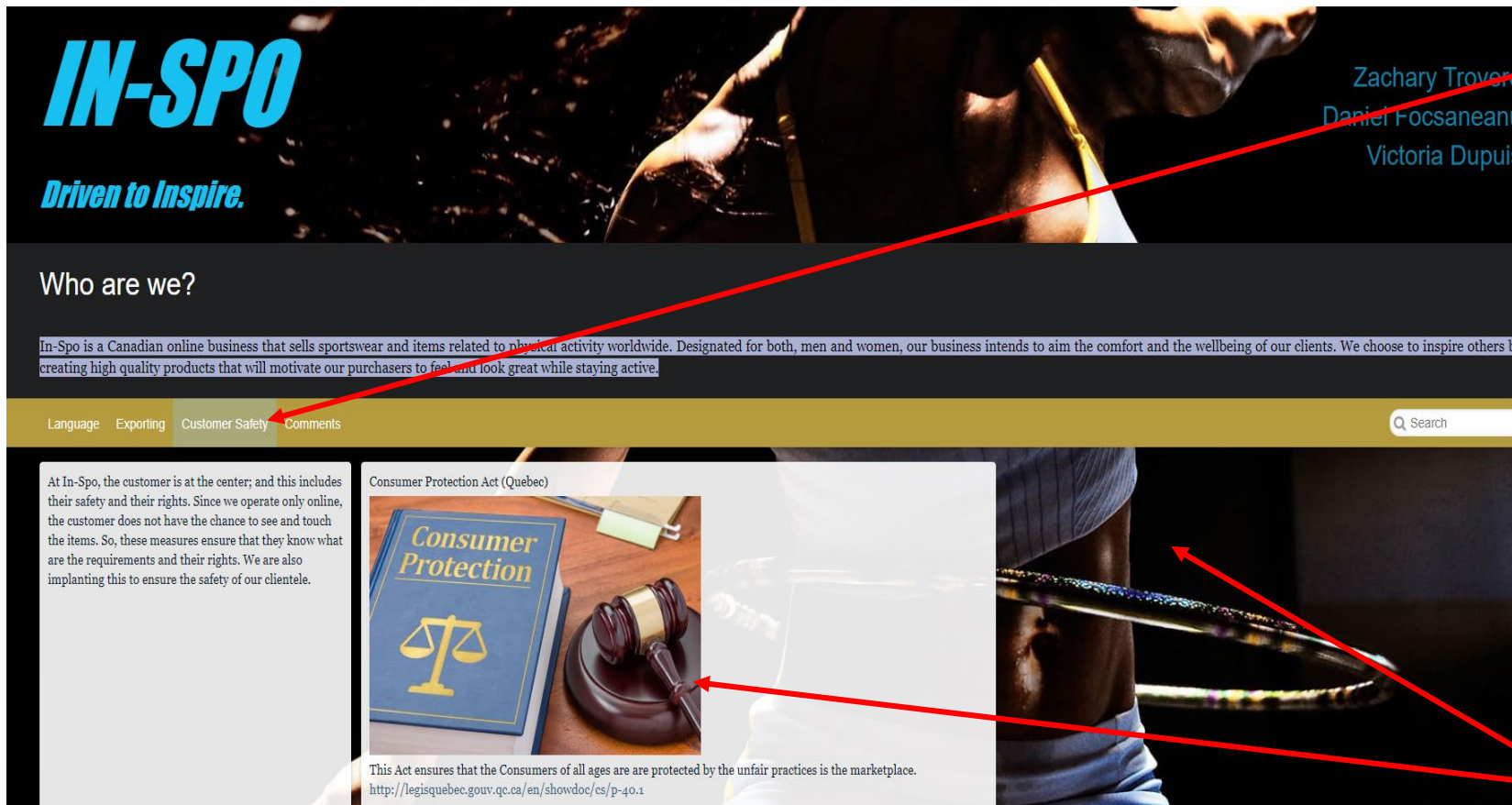
| | EDIBLE CANNABIS | CANNABIS EXTRACTS | CANNABIS TOPICALS |
|---|---------------------------|---------------------------|---------------------------|
| THC Content | Maximum 10 mg per serving | Maximum 10 mg per serving | Maximum 10 mg per serving |
| THC Content per Container | Maximum 30 mg | Maximum 30 mg | Maximum 30 mg |
| THC Content per Serving | Maximum 10 mg | Maximum 10 mg | Maximum 10 mg |
| THC Content per Serving (Edibles) | Maximum 10 mg | Maximum 10 mg | Maximum 10 mg |
| THC Content per Serving (Extracts) | Maximum 10 mg | Maximum 10 mg | Maximum 10 mg |
| THC Content per Serving (Topicals) | Maximum 10 mg | Maximum 10 mg | Maximum 10 mg |
| THC Content per Serving (Other) | Maximum 10 mg | Maximum 10 mg | Maximum 10 mg |

A table created by the government of Canada to outline the key regulations in the new legalization of edibles, extracts and topicals in Canada. Since the legalization of these three products is new to this year(2020), many of these regulations are likely to shift in the following years and should be followed closely.

Layout & organization

Annotations

Considerations



- Identification & explanation of **most relevant** legal issues
- Quality of sources
- Quality of the Annotations
- Organization of materials (logical & coherent)
- Presentation
- Language and mechanics

Each Netboard is Unique! **Customize!**

Every business has its own **most relevant legal issues** based on its **context.**

Scaffolding, Iterative Learning, and Peer Teaching

A Little About Ourselves...

Founded in 1962, Spain, and still kept in the original founder's family, La Fortuna now offers authentic Spanish dishes right in the city of Montreal. Come and be immersed in Spanish culture, and explore the country in our little piece of Spain. Disfruten!

Licenses and Permits Workforce Laws Services and Promotions Peer Reviews

Q Search

There are many licenses and permits restaurants need before being allowed to open its doors. They are a new business and will need to be registered and get a business licence. La Fortuna will also be serving alcohol and food, so they will need to acquire a liquor license, a food safety certification, and a health department permit.



Posted by Emily E (emily@tobym)

Why Food Safety Training is Important



Food safety is a very important thing to perfect in the restaurant business as neglect can lead to serious health hazards for your customers. Therefore, by being trained in food safety, it will decrease the chances of breaking any federal and provincial laws. You will also be held at a higher standard by health inspectors and have more happy paying customers.

Original link
Canadian Institute of Food Safety



What is a Food Safety Certificate?



In the province of Quebec, a food safety certificate is required by law. This article enforces its importance and show you how to procure it (both technically and physically) and how much it costs, and who needs it.

Original link
Canadian Institute of Food Safety



Quebec Food Safety Laws and Requirements



This article gives an easy-to-read overview of federal and provincial food laws and requirements. It also provides information on food handler certification, food safety inspections, and the consequences if these laws are not complied with. This help you to steer clear of any fines, loss of permits, or damaged reputations.

Original link
Canadian Institute of Food Safety



"Outline"

- Peer Comments
- Update


Peer Teaching

Annual Vacation | Éducaloi



Éducaloi

This article helps you understand how much vacation your employees are entitled to, how to calculate their vacation pay and who decides when an employee takes his vacation.

 Unsubscribe from comments

 Direct link



Emmanuel F

This source is relevant and credible, also this legal issue is well explained.

26-Apr-2021, 08:52 [Reply](#) [Delete](#)

Comment

☒ Notify me of follow up comments

Post



Nafissa Dj

Overall:

- The colors are well chosen we get it is a Spanish restaurant, but from a first look there is nothing showing us it is a restaurant.
- The description is a bit short; it tells us nothing about what kind of restaurant it is fancy, does it have a bar, the menu...
- The layouts of your tabs are inconsistent, they are not all properly organised.

26-Apr-2021, 09:01 [Reply](#) [Delete](#)

- Practice Giving (and receiving) **Constructive Feedback** (rubric and instructions)
- **Netiquette Guidelines!**

Logistics are everything!

- Plan for the future
- Spend time on set up

Checking in to avoid checking out

- Leverage online environment
- Work in class, synchronously with milestones


Build in Getting Better

- Plan for improvement
- The instructions actually matter!



Business Law (W21)

General


Project Team 1 


Project Team 10 


Project Team 11 

Project Team 2 

Project Team 3 

Project Team 4 

Project Team 5 

Project Team 6 

Project Team 7 

Project Team 8 

Project Team 9 



The Vibe

Food safety legislation - Public Health Sudbury & Districts



The responsibility for ensuring food safety belongs to everyone in the food preparation, from the owner/operator to the chef, to the server, to the dishwasher. Every person in the restaurant has a job to do, and part of that job is keeping your customers and the food that you prepare or sell safe.

[Original link](#)
Public Health Sudbury & Districts

Le Sainte-Catherine

A tricultural restaurant in the street of Sainte-Catherine in downtown Montréal.

Permits and Licences

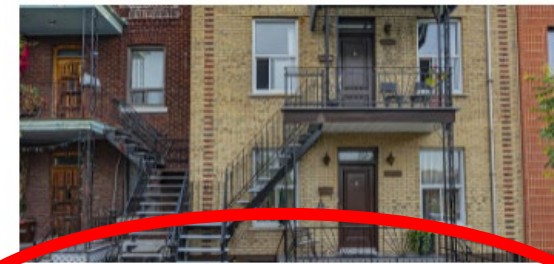
Employees and Workplace

Food & Alcohol

COVID-19

Comments

Leases | Éducaloi

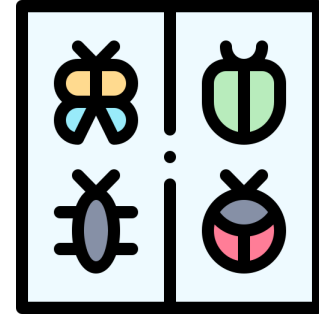
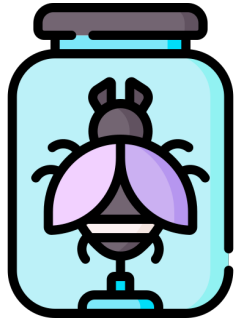


A residential lease is a contract between the landlord and tenant. In this contract, the tenant agrees to pay rent, and the landlord agrees to let the tenant live in the rental unit and ensures the tenant enjoys it in peace. What is a residential lease? A lease is a contract to rent a rental [...]

Link: <https://educaloi.qc.ca/en/capsules/leases/>

More focus necessary on:

- Fundamental legal concepts
- Fundamental academic lessons (e.g., plagiarism, respecting copyright)



Curating an invertebrate collection

Heather Roffey

Recognize, identify, & describe the diversity of invertebrates in our daily lives

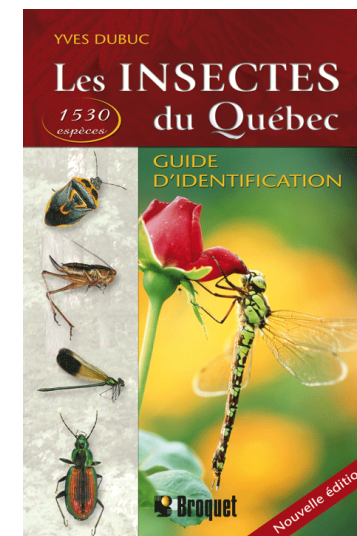
Course: Invertebrate Life, Environmental & Wildlife Management Program, 3rd semester

Synchronous/ asynchronous activities

Grades: Formative & summative assessments, Learning Integrative Assessment

Objectives (Course Level):

- Find a large diversity of invertebrates in their local environment and in the media
- Identify invertebrates based on morphological characteristics using available tools
- Describe invertebrate's habitat, role in its environment, adaptations for survival and reproduction, and importance to humans

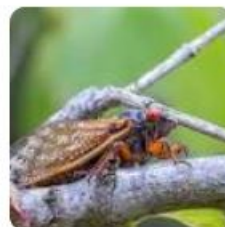


HuffPost

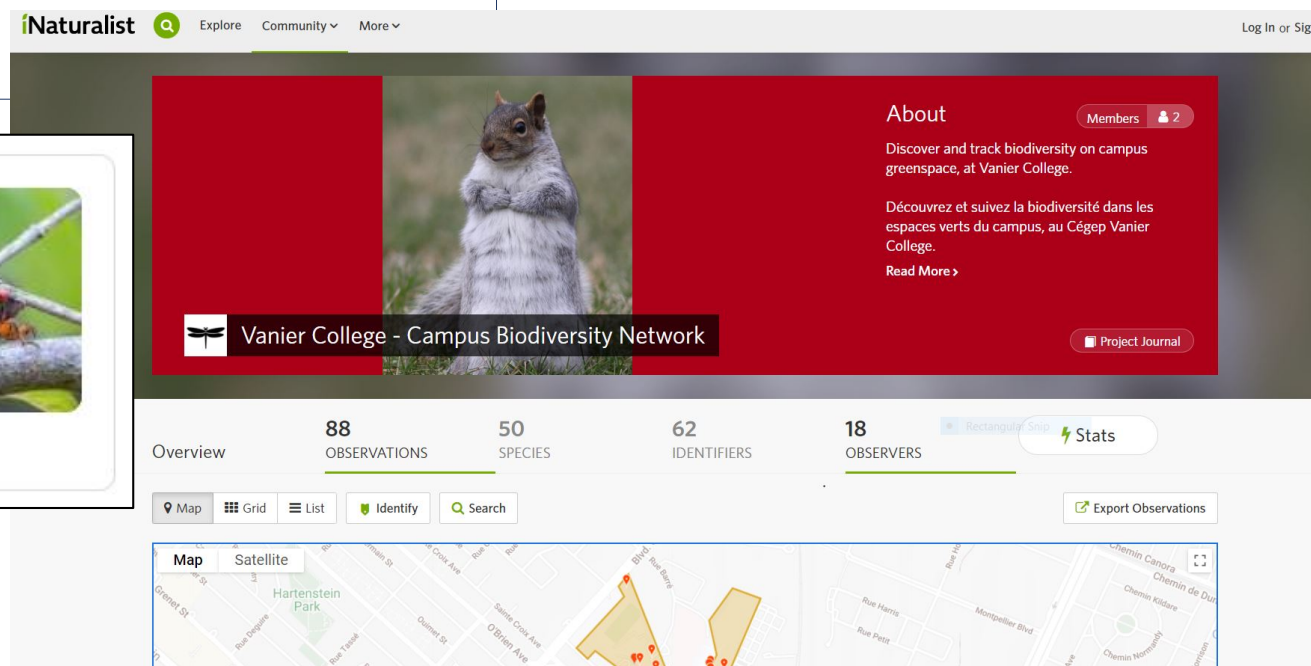
After 17 Years Underground, A Swarm Of Cicadas Is Set To Descend On America

Periodical cicadas spend the majority of their lives buried in soil, but these insects will appear across the East Coast and Midwest in just a few ...

Jan. 26, 2021



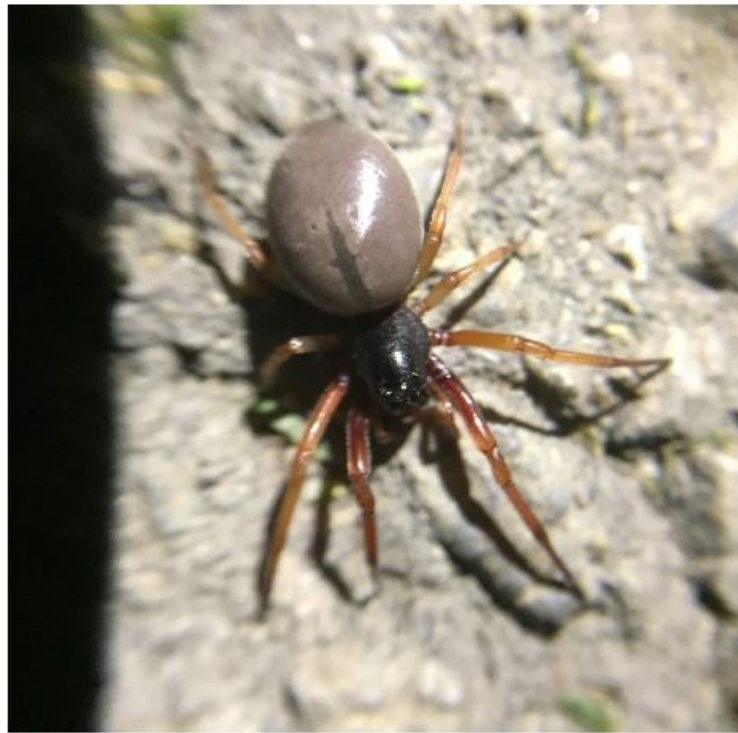
<https://www.cicadamania.com/images/LargeLinnei-HP-700x270.webp>



Step 1: Virtual Invertebrate Collection

Weekly themes:

- At night
- On campus
- In your home
- In a pet store
- Medically important
- In the news
- Extinct



Trachelas tranquillus
(commonly referred to as Broad-Faced Sac Spider),
briefly stopped on a paved walkway in the Beaconsfield
Golf Course, Pointe-Claire, QC.

*There was no particular method employed, aside from taking
time to shine a flashlight during the walk.*

Defining features for identification - The Broad-Faced Sac Spider is relatively unique in appearance, and can be classified when observing its bright, rust-red appendages (which are 8 in number), pale yellowish-grey abdomen, and distinct dorsal stripe that is darker in colour.

Verification - Confirmed with the use of a page dedicated to the species on iNaturalist (<https://www.inaturalist.org/taxa/153871-Trachelas-tranquillus>), while additional information, including characteristics and taxonomic classification, were obtained from SpiderID (<https://spiderid.com/spider/trachelidae/trachelas/tranquillus/>) and Penn State Extension (<https://extension.psu.edu/broad-faced-sac-spider>).

Common name - Broad-Faced Sac Spider

Scientific name - *Trachelas tranquillus*

Family - Trachelidae

Order - Araneae

Class - Arachnida

Phylum - Arthropoda

Observation notes - This invertebrate was found scuttling across a paved walkway in the Beaconsfield Golf course, Montreal, QC, and photographed by [REDACTED] with the use of a macro lens at 8:17 P.M on September 12th, 2020.

Evening consisted of clear skies with very occasional clouds overhead, strong wind, but warm temperatures of 17-18 degrees Celsius.

Step 2: Curated collection

My Spineless Wonders Collection

Brazilian black tarantula

House centipede

Springtails

Rectangular Snip

Powder blue isopods

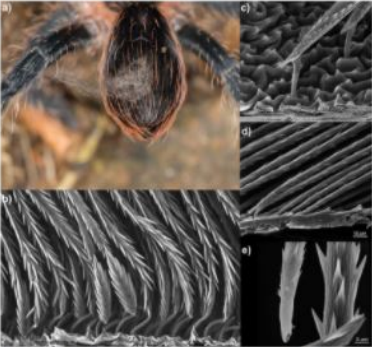
Brown-lipped garden snail

Scavenger hunt

1

15


True fact:



Tarantulas have **urticating hairs** which are used for defense. Caterpillars have similar structures. When threatened, tarantulas use their last pair of legs to fling their abdominal hairs towards their attacker. Note the bald spot on the T's abdomen in the picture.

These barbed hair-like structures can cause great irritation when imbedded

General Info

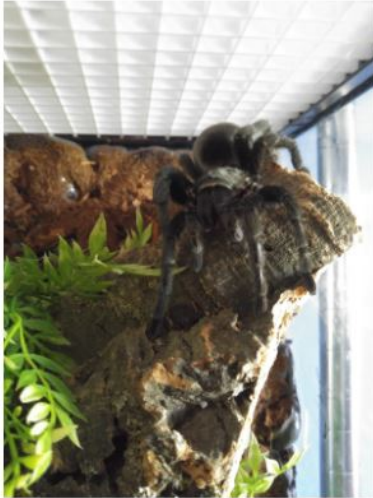


Distribution: Native to Brazil & Uruguay
Habitat: Temperate grasslands (pampas)
Niche: Predator of other arthropods, mice, and small lizards
Other: Common to pet trade - known

Week 5 - In my house

0

0



Author's pet tarantula, Aragog. Approximately 8 year old male *Grammostola pulchra*. Image taken by Heather.

0

1

Classification


| | |
|------------|-------------|
| Kingdom: | Animalia |
| Phylum: | Arthropoda |
| Subphylum: | Chelicerata |
| Class: | Arachnida |
| Order: | Araneae |

Brazilian black tarantula
Grammostola pulchra

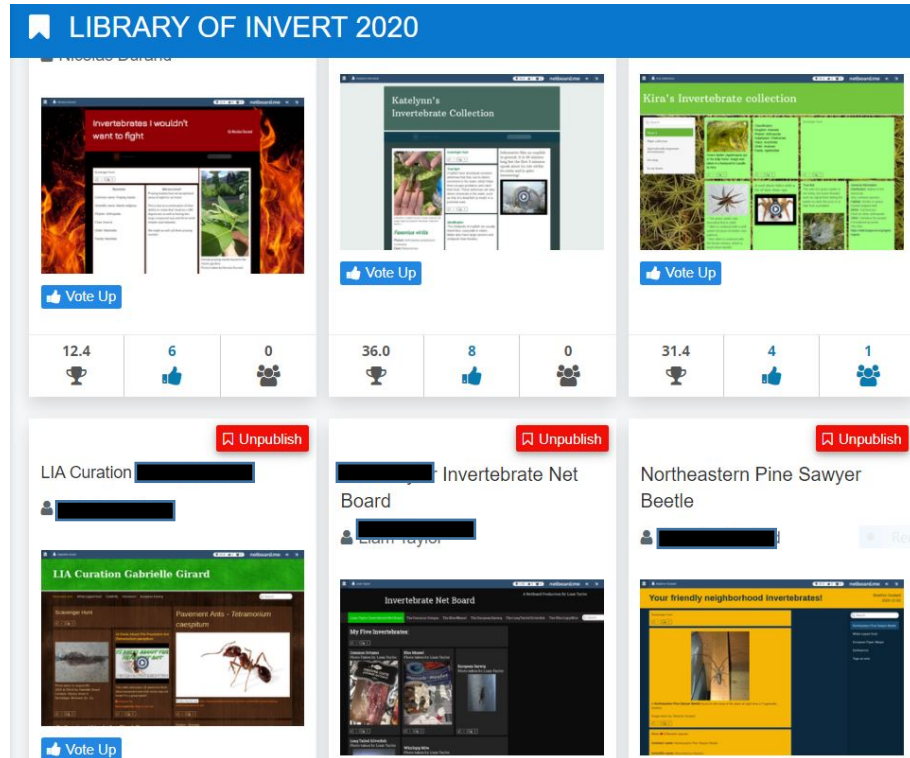
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Grammostola pulchra female tarantula molting - time lapse



Step 3: Scavenger hunt



Scavenger Hunt List (65)

Niche (14)

- ☐ Predator
- ☐ Herbivore
- ☐ Omnivore
- ☐ Ectoparasite
- ☐ Endoparasite
- ☐ Parasitoid
- ☐ Microparasite
- ☐ Mutualist
- ☐ Scavenger
- ☐ Detritivore
- ☐ Filter-feeder
- ☐ Batesian mimic
- ☐ Mullerian mimic
- ☐ Aposematic coloration

Habitat (4)

- ☐ Planktonic
- ☐ Benthic
- ☐ Pelagic
- ☐ Aquatic larvae; terrestrial adults

Reproduction (3)

- ☐ Broadcast spawning
- ☐ Hermaphroditic
- ☐ Viviparous

Development (6)

- ☐ Ametabolous
- ☐ Hemimetabolous

Anatomy (27)

- ☐ Piercing-sucking mouthparts (insect)
- ☐ Saltatorial legs (insect)
- ☐ Raptorial legs (insect)
- ☐ Closed circulatory system
- ☐ Open circulatory system
- ☐ Respiration = gills
- ☐ Respiration = tracheal system
- ☐ Radial symmetry
- ☐ Pentaradial symmetry
- ☐ Deuterostome
- ☐ Coelomate
- ☐ Pseudocoelomate
- ☐ Acoelomate
- ☐ Segmented
- ☐ Digestive cavity (no anus)
- ☐ Pedipalps
- ☐ Mantle
- ☐ Clitellum
- ☐ Biramous appendages
- ☐ Tagmata = cephalothorax + abdomen
- ☐ Tagmata = head + trunk
- ☐ Halteres
- ☐ Cerci
- ☐ Elytra
- ☐ Parapodia
- ☐ Endoskeleton
- ☐ Nematocysts

Other (5)

- ☐ Extinct

Invertebrates I wouldn't want to fight

Praying mantis

King ragworm

Banded garden spider

Vietnam forest scorpion

Asian giant hornet

Search

Scavenger hunt



0



5

Taxonomy

Common name: Praying mantis

Scientific name: *Mantis religiosa*

Phylum: Arthropoda

Class: Insecta

Order: Mantodea

Family: Mantidae

Did you know?

Praying mantes have an exceptional sense of sight for an insect.

This is due to a combination of their ability to rotate their head on a 180 degree axis as well as having two large compound eyes and three small simpler eyes between.

We might as well call them preying mantes!



Step 3: Scavenger hunt



Predator

04-Dec-2020



Raptorial legs

04-Dec-2020, 11:12 [Reply](#) [Delete](#)



Open circulatory system

04-Dec-2020, 11:13 [Reply](#) [Delete](#)



hemimetabolous

04-Dec-2020, 12:18 [Reply](#) [Delete](#)

Final thoughts....

"I liked the concept of the curation and think it should be repeated in future years!"

- Engage with authentic activities
- Provide feedback to motivate and troubleshoot
- Provide opportunities for creativity
- Provide opportunities for peer-sharing

"It was fun to design the end product as well as provided me with more knowledge about the insects we covered in class."

"Curation definitely helped make the class feel more hands on despite it being online. Also having to go out of my way to find insects near me was nice since it forced me to bother learning more about what's right around me!"



Pedagogical Value of SA & OC





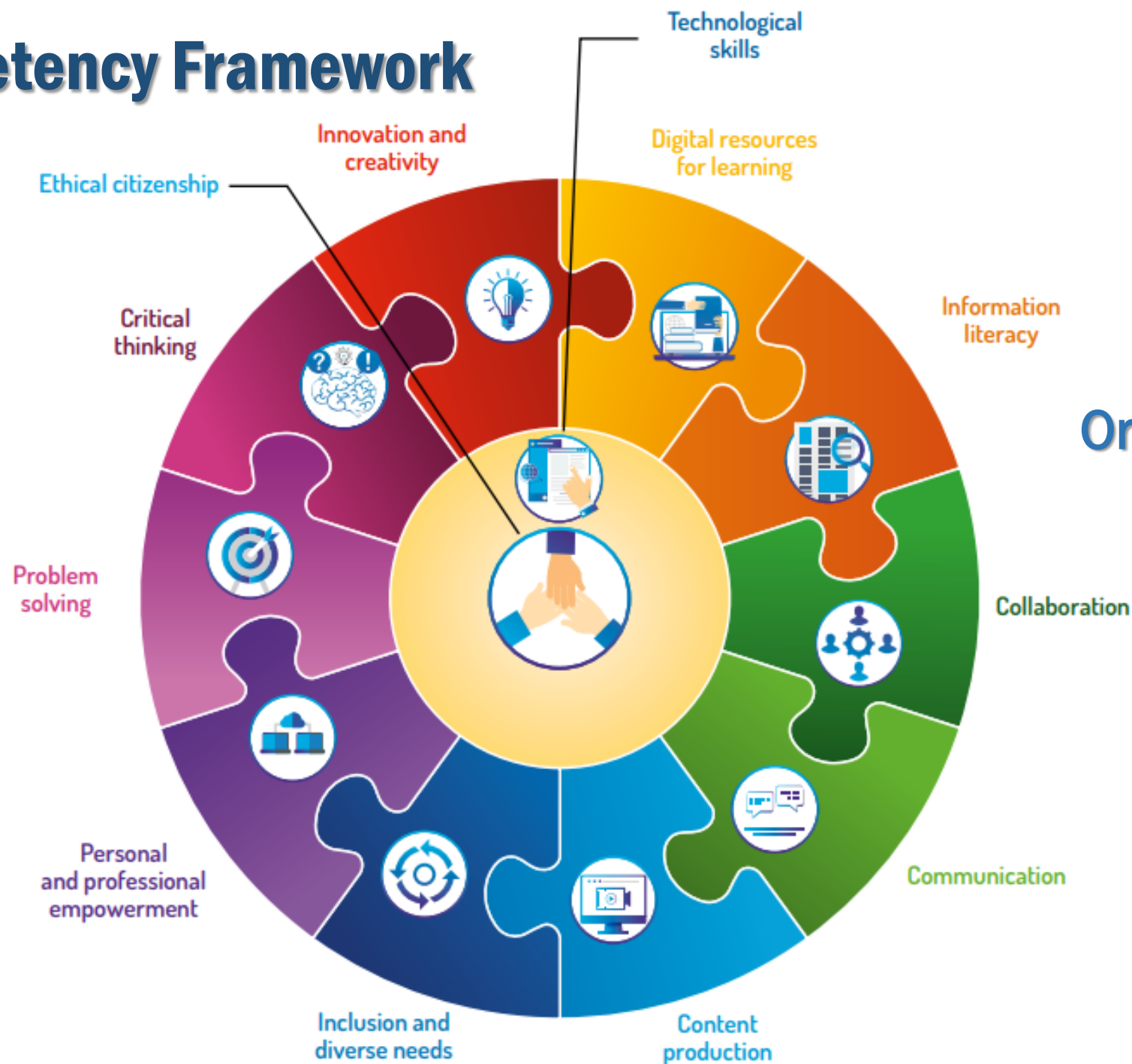
Digital Competency Framework

Understanding

Metacognition

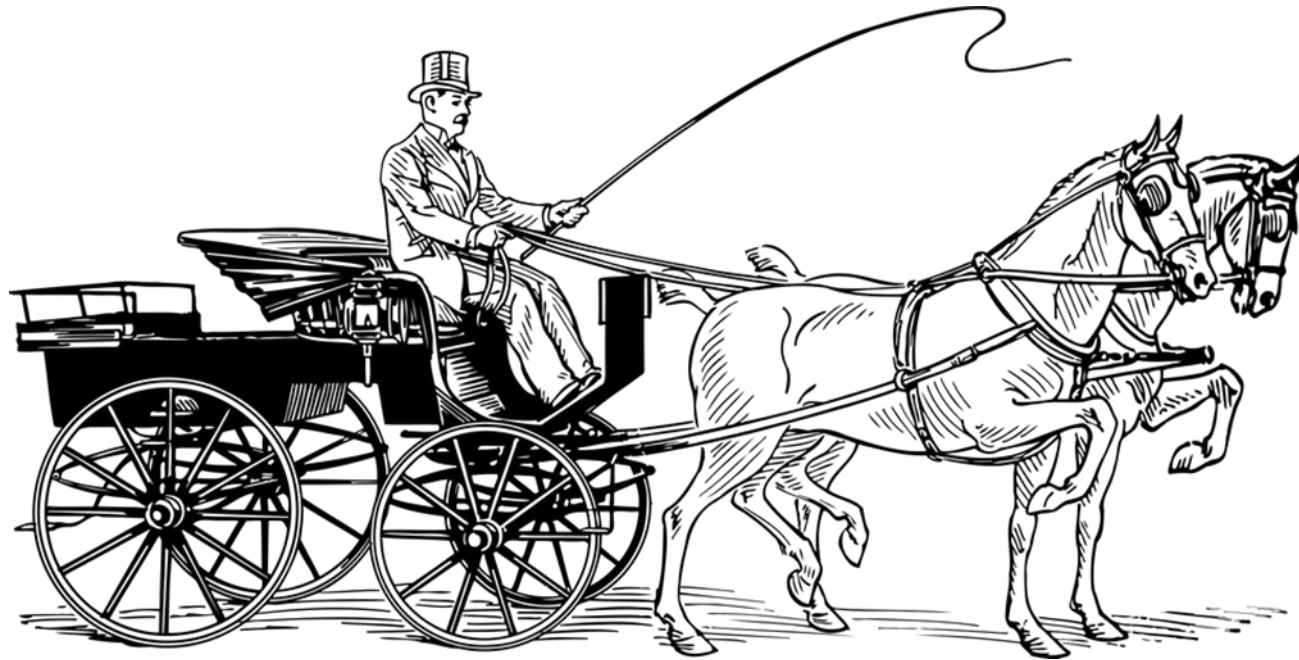
Organization

Synthesis



Online Curation and Social Annotation

Like disruptive technologies...



Online Curation and Social Annotation

Like disruptive technologies...

That require new approaches to how we do things.



Recommendations

Backward Design

- Start with the competency(ies) or course-level learning outcome
- Choose an activity that supports this learning
- Choose an appropriate platform



Recommendations

Backward Design

- Determine the types of context and interaction it entails
- Determine what you will assess and how

Tip: Check out the [Activity Design Template](#)





Recommendations

- Scaffold learning initially with short, practical activities (including how to collaborate, critique, etc.)
- Leverage platform's collaborative features
- Minimize the number of platforms used in course





Recommendations

Provide students with

- ✓ Samples
- ✓ Instructions
- ✓ Marking rubrics
- ✓ Tools for evaluating sources & collaborating

Tip: make use of OCSA resources



Resources: Online Collaboration

5 Tips on Giving Constructive Feedback



TIP 1

IT'S NOT ALL ABOUT YOU!

Remember that this is designed to be a healthy exchange of ideas. You'll receive critiques of your work and you will give them. Disagreement is an integral part of building knowledge collaboratively. In order to move ideas forward, focus on finding solutions and improving each other's work.

TIP 2

SHARE A SANDWICH!

What? Yes, a sandwich.

- Start out with the top bun: at least one positive comment about the strengths of the work.
- Add the meat: identify areas that need to be improved.
- Finish with the bottom bun: provide constructive advice on how the work can be improved. (Offer suggestions that enhance their work (a great way to end a positive note).)



TIP 3

GUIDELINES ARE GOOD!

Using marking criteria, if provided by the teacher, can help you stay focused on concrete issues to address.

- Identify criteria that have been met, giving specific examples.
- Identify criteria that haven't been met, giving specific examples.
- Offer suggestions on how to make changes to meet the criteria or ask questions that will help them develop these solutions for themselves.

TIP 4

IT'S ALL IN THE DELIVERY!

Choose solution-based rather than negative language. Be firm in your position, but remember to be respectful.



TIP 5

ENCOURAGE REFLECTION!

It's great to give people suggestions for how to improve; it's even better if you can help them self-critique. Do this by asking questions that will enable them to discover the solutions on their own.



SEVEN NETIQUETTE RULES

Net + Etiquette (n. code of polite behaviour in society or among a professional group)

TREAT OTHERS
with the
RESPECT
you wish to be given



FOCUS
on the
TOPIC,
not the
PERSON



SEARCH BEFORE
YOU WRITE

To avoid repetition, ask these questions first:

- Has someone already made the same point that you are about to make?
- Has someone posed the same question?
- Has the conversation thread shifted focus?
- Is the information you need readily available elsewhere?



WRITE
CLEARLY &
CONCISELY

Communicate your ideas as effectively as possible. Take a few moments to review what you have written before you post.



Avoid emotionally charged language. When you are writing not speaking, **YOUR AUDIENCE CAN'T HEAR YOUR TONE**. And sometimes emojis just don't do the job of conveying it. For the same reason, avoid all caps, so you don't come across as though you're yelling.

STAY ON
POINT



Post content that is relevant to the discussion. Don't share random content that you think is entertaining. Instead, respect your peers by engaging with the topic under discussion.

Don't write anything you would not want **PUBLICLY SHARED**



Developed by Rebecca MacDonell © 2020

Resources: OCSA Guidelines & Rubrics

Online Curation & Social Annotation



VANIER
CÉGEP / COLLEGE

PSI Pedagogical
Support &
Innovation

≡ Curation

🔍 Search

The Five Steps of Online Curation

Collect

Select

Annotate

Organize

Share

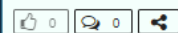


To Boost Higher-Order Thinking, Try Curation



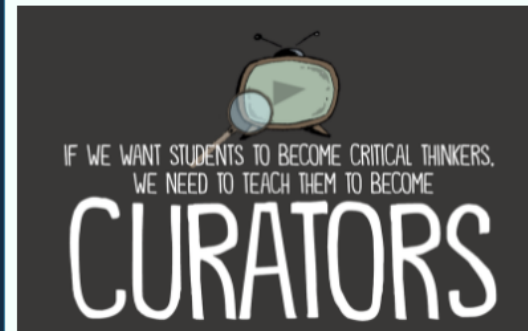
According to this podcast, if no one has ever encouraged, pushed, or insisted that you build more higher-order thinking into your students' learning, it's possible you've been teaching in a cave. Higher-level thinking has been a core value of educators for decades. We learned about it in college.

[Original link](#)
Cult of Pedagogy



WorldBrain's Memex

Getting Started with Content Curation in the Classroom

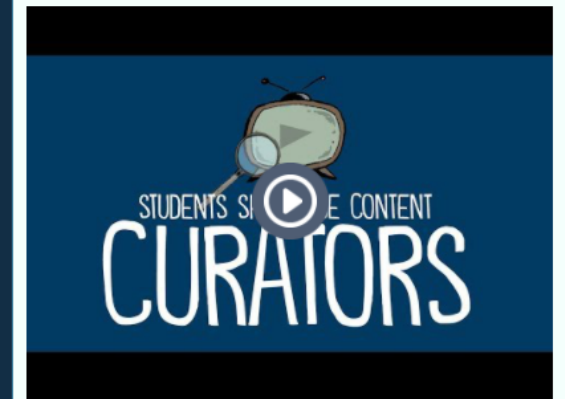


John Spencer Posted on November 18, 2017 Content curation is a vital part of the creative process. In this blog post and podcast, we explore why curation matters and how we can help students learn how to engage in the curation process.

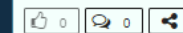
[Original link](#)
John Spencer



Students Should Be Content Curators



[Original link](#)
John Spencer at YouTube



A Crash Course on Online Curation and Social Annotation - An interview with Patti Kingsmill

Resources: OCSA Guidelines & Rubrics

Online Curation & Social Annotation



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Curation Teaching Curation Social Annotation Teaching SA Review of Collaborative Platforms Online Collaboration Techopedagogy Metaliteracy Evaluating Sources ICTs & Distraction Netboard Support

Assessment Contact

A Guide to Implementing Online Curation into a Course



A Guide to Integrating Curation into the Classroom

1. **Get to know the Curation Process.** If you are new to digital curation, you may find the following resources helpful:

- A [PowerPoint presentation](#) (in PDF) on digital curation
- A [sample curation activity](#) (a step-by-step process written for teachers)
- [Curation resources](#) and related topics (evaluating sources, metaliteracy, online collaboration, technopedagogy)
- A [sample curation site on Confluence](#) (see also the Lesson Plans tab)

2. **Plan, Design, Review**

- a. **Design a Curation Activity with a Clear Objective.** The backward design model is a useful way to plan a course or set of learning activities. According to this model, you plan your course or activity around a clear learning objective and the assessment of students' attainment of it. (Some teachers find it helpful to also develop marking criteria before fleshing out the details of the activity.) This model helps ensure that your course or activity is well aligned with the assessment and the learning outcomes.

The [Technopedagogy Design Model](#) can help you with this process. You may also find it useful to review your activity design with a pedagogical counselor or colleague who has implemented a similar technology into a course.

- b. **Choose (a) Platform(s) or (web) App(s) Appropriate for Curation.** In deciding if a platform is appropriate, you will want to consider the following:

- **Environment:** Do you want students to work synchronously (at the same time) or asynchronously (at different times)?

Powerpoint Presentation on Online Curation



Presented by: Patti Kingsmill

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Holistic Curation Marking Rubric

A Sample Curation Activity: Step-by-step Instructions for Teachers



A Sample Curation Activity: Step-by-step Instructions for Teachers

The following offers an example of how the curation process can be taught to students.

1. **Explain the Curation Process and Explain its Value:** an essential 21st century tool for dealing with the information overload.

2. **Provide Tools to Help Students Curate Well:** (click links to see samples):

- [Clear instructions](#) that outline each step (see below)
- [Marking rubrics for curation](#) ([descriptive](#), [basic](#), or [holistic](#))

Tip: Ask students to brainstorm marking criteria as a class to establish buy-in and deepen their understanding of the criteria's value.

- A [sample curation site](#)

Tip: Modeling how to curate well is a key to the process what is expected from them. You can write a sample curation.

- [Guidance on how to evaluate sources](#) (see Point 3 below)
- A [marking rubric for commenting on peer's curated sites](#)

3. **Support Students in Learning to Choose Appropriate Sources:** The following may be helpful:

- [Resources on evaluating sources](#)

Descriptive Curation Marking Rubric and Checklist

Descriptive Curation Marking Rubric

| | Excellent 4-5 pts | Good 3-4 pts | Fair 2-3 pts | Poor 1-2 pts |
|---|---|---|---|---|
| Source reliability/credibility/authoritativeness | The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. | The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. | The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. | The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. The source is clearly identified by the teacher and is reliable and authoritative. |
| Source relevance | The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. | The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. | The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. | The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. The source is clearly identified by the teacher and is relevant to the topic. |
| Source evaluation | The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. | The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. | The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. | The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. The source is clearly identified by the teacher and is evaluated using a clear and consistent criteria. |
| Organization of sources | The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. | The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. | The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. | The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. The source is clearly identified by the teacher and is organized in a clear and consistent manner. |
| Purpose | The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. | The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. | The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. | The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. The source is clearly identified by the teacher and is used for a clear and consistent purpose. |
| Presentation | The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. | The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. | The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. | The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. The source is clearly identified by the teacher and is presented in a clear and consistent manner. |

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About

The OCSA project aims to integrate online curation (OC) and social annotation (SA) into the classroom. Both strategies help develop critical thinking, research, reading, communication, collaboration, digital skills, and are excellent strategies for active learning classrooms.

Like disruptive technologies, both require new approaches to ensure student success: new pedagogical practices, teaching methods, learning activities, and assessment rubrics. This is why we have formed the OCSA team: with the support of Vanier's Pedagogical Support and Innovation office (PSI), three teachers with release time are developing strategies, teaching tools, and resources to integrate online curation and social annotation ...



Thank you!

Some OCSA Resources: Rubrics

- [Holistic curation rubric](#)
- [Descriptive marking rubric and checklist for curation](#)
- [Hybrid curation and peer review rubric](#)
- [Holistic rubric for peer-reviewing curated sites](#)
- [Descriptive rubric for social annotation](#)
- [Marking Rubric for Peer Reviews](#)
- [Integrating Online Collaboration into a Course](#)
- [Integrating Online Curation into a Course](#)
- [Integrating Social Annotation into a Course](#)



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Examples of Teacher SAs

- Highlighting or defining key concepts
- Posing questions to deepen understanding
- Providing context or background
- Elucidating difficult passages
- Modelling close or active reading

Examples of Student SAs

- Creating a glossary
- Highlighting or note-taking
- Asking questions / receiving answers
- Close or rhetorical reading
- Cross-referencing / linking to related media
- Offering an opinion (e.g., quiet students gain a voice)

Examples of OC Activities

- Analysis of pre-existing curated content (based on set criteria)
- Classroom jigsaws
- Individual or group research projects
- Peer assessment of peers' curated collections
- Alternative to annotated bibliography
- Curation treasure hunts